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I
Mrs Lidgwick
with kind regards
from the author.

26. II. '05

GREEK
AND
ITS HUMANISTIC ALTERNATIVES
IN THE
"LITTLE - GO."

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B.

III

GREEK
AND
ITS HUMANISTIC ALTERNATIVES
IN THE
“LITTLE-GO”

Considerations, Criticisms, and Suggestions

BY
KARL BREUL

205216
12:8:20.

“I hold that every man on an occasion like this, if he has a clear conviction founded upon personal experience, is bound to make that conviction known to others.”—THE MASTER OF TRINITY.

December 1st, 1904.

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12

PREFACE.

“ON this side the Greeks—on that side the Trojans!” Such are the watchwords heard in and about the Senate House. “Come to the rescue! The barbarians are attempting to storm the capitol!” But is the capitol really in danger? If by “the Capitol” is meant the necessary liberal education to be given to our future students in the secondary schools of this country, I have no doubt that we all want to protect it from being destroyed by the barbarians. I do not yield to anyone in the desire to maintain among the rising generations a high standard of literary culture, a true humanism.

But some of us ask: is literary culture indissolubly bound up with Greek? Is the *porta Graeca* absolutely the only one leading to it? Are those who doubt the wisdom of retaining Greek as a compulsory subject for *every* intending student necessarily barbarians and obscurantists? Must they be called hostile to literature, medievalists, persons incapable of feeling the grandeur of Hellenic poetry and of appreciating anything but what can be weighed and measured? Have not many speakers in the Senate House, who took the field against the moderate reform proposed by the studies’ syndicate, altogether overstepped the mark, exaggerated the dangers to Greek and culture, and sadly underrated the educational value and possibilities of the newer humanities, the modern languages and literatures?

The point at issue is *not* whether Greek is in the future to be replaced by science, but by some other *literary* subject. The literary importance, the elevating and mind-broadening

influence of modern language study, apart from its undoubted practical usefulness, was hardly touched upon by any speaker during the three days' debate—all the more grateful I feel to the most urbane of opponents, the protagonist of the Greeks, Professor Sir Richard Jebb, who more than once in the past, and again during the debate, has fairly borne witness to the high educational value of the “new humanities.” And I hope he will agree with me if I maintain that it is desirable in the future that the ancient and modern tongues should flourish side by side in our schools and universities, that they should be cultivated with the same zeal and devotion, be held in the same esteem, be granted the same opportunities and encouragement, and be allowed to exercise in their own peculiar way those ennobling and refining influences on the minds of the young, which, in the hands of skilful and enthusiastic teachers, they are both known to be capable of producing.

The time at my disposal when addressing the members of the Senate on December 2 was naturally very limited, and some points I was anxious to bring before them had to be somewhat curtailed, others to be merely indicated without any further explanation or justification of the views propounded. It seemed to me to be desirable at the present juncture to place before the members of the Senate, resident and non-resident, the views of one who, although he thoroughly appreciates the educational value of Greek for certain boys, yet feels very strongly that the time has come when the new humanities may safely be called upon to take their full share in the moulding of the minds of the rising generation, and give a literary training to those boys to whom *two* dead languages are not a congenial study. It has been my privilege to watch at Cambridge for more than twenty years the development of modern language studies in England and abroad, and the experience thus obtained may be useful to others.

I propose, in the first part of this pamphlet, to reprint my speech in an enlarged form, as I should like to have delivered it if time had allowed. In a second part I shall explain more

fully and justify some of the statements made in my speech, while a third portion is devoted to a discussion of views and statements brought forward by various speakers during the debate. My notes refer to the form in which these speeches appear in the *University Reporter* of December 17, which, I take it, may be considered as substantially correct.

I have added some references to the most recent educational literature of Germany and France, which some members of the Senate may be glad to have. I believe that we should keep much more in touch with the university and higher school education abroad than many of us are disposed to do. It would be disastrous if, on questions of educational reform, we were to persist in saying: Let the rest of England, let the rest of Europe, do what they like—Cambridge and Oxford need not listen to the counsels and experience of the outside world!

In one or two cases I have purposely allowed myself to wander from the main point in discussing a little more fully some points of modern language study and teaching, and some requirements of the subject that should be met before long at schools and universities, which seemed to me on the whole not to be out of keeping with the general purpose and spirit of what I have written.

Videant consules ne quid res publica detrimenti capiat !
Videant senatores !

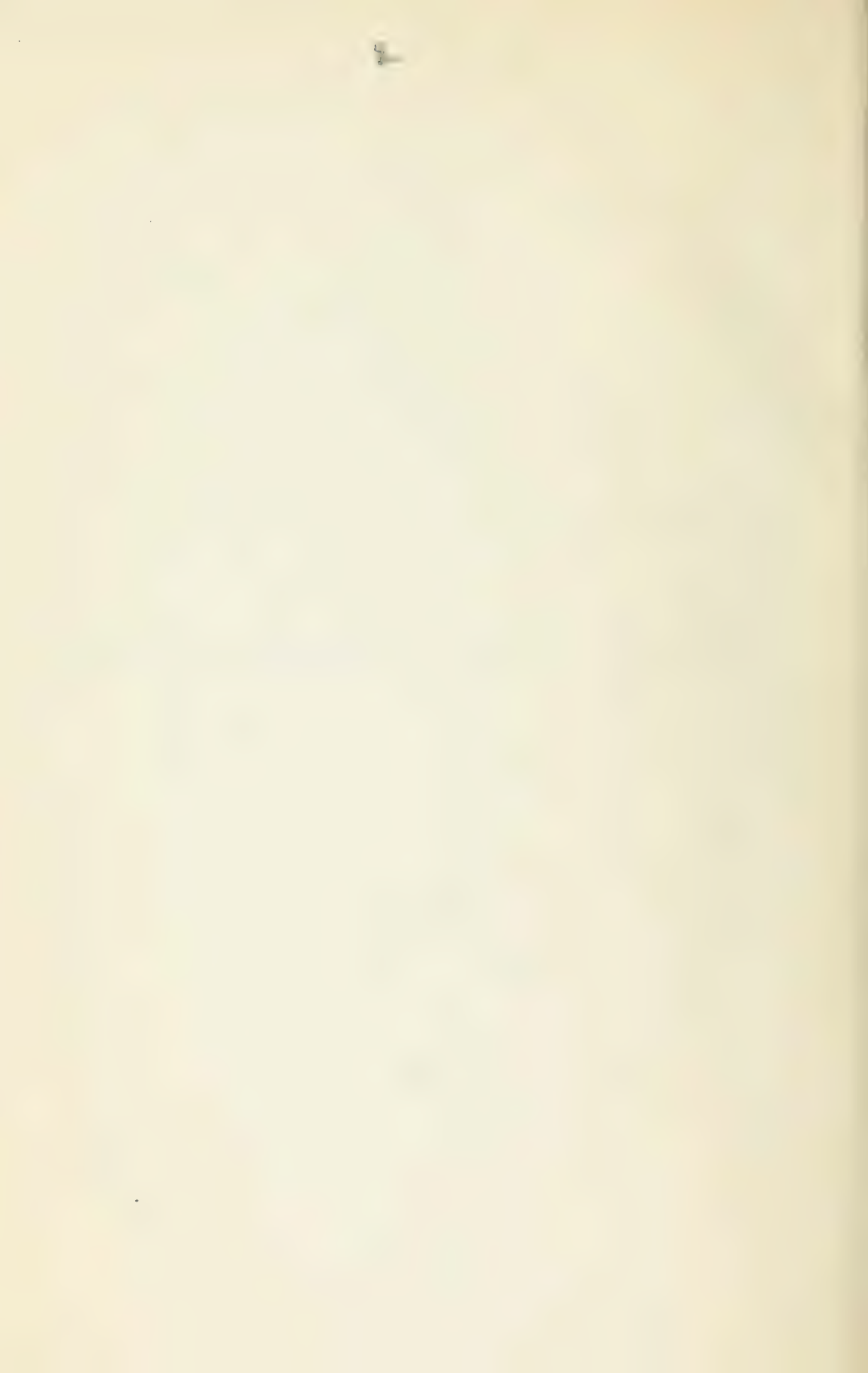
K. B.

10 CRANMER ROAD,
CAMBRIDGE,
3rd January, 1905.

I.

SPEECH IN THE SENATE HOUSE.

Sapere audete !



I.

SPEECH IN THE SENATE HOUSE.

December 2nd, 1904.

If I venture to say a few words in support of the Report of the Syndicate, which I consider on the whole to be a most valuable and statesmanlike document, I wish at the same time to express my very sincere regret that in so vital a question I cannot agree with Sir Richard Jebb and some other members of the Senate with whom in so many educational problems I have most heartily felt at one.

The main principles involved have been set forth on either side with so much clearness and force that I need only say that I agree most heartily with all that has been urged by the Master of Peterhouse, the Master of Trinity, by Dr. McClure, Mr. Barber, Mr. Sanderson, and others.

I therefore propose not to repeat any of the general arguments in favour of the proposed change, but to touch very briefly on a few aspects of the Report which have so far received little or no attention. But before mentioning these allow me to make one short personal statement in order to remove any possible misapprehension.

I am anxious to emphasize at the outset in the strongest possible way that I have the very highest opinion of the great value of Greek as an educational instrument—*if* taught to the right people by the right teachers.¹ Here I am able to speak from personal experience.

I received my school education at one of the best Hanoverian grammar schools where *all* boys, besides receiving excellent instruction in the mother tongue, *had* to learn *four* foreign languages, *viz.* Greek, Latin, French, and English—while some of us whose appetite for study was not satisfied by the

ordinary fare, added Hebrew as a voluntary subject from 6 to 7 in the morning. We also spoke Latin at certain lessons during the last half-year in the upper VIth form. And, such was the interest aroused in some of us that I read with a friend the whole forty-eight books of Homer in the original Greek for pleasure. I need hardly add that Homer was not a prescribed subject of examination.²

Thus I most gratefully remember the great stimulus I have personally received and have seen others receive from some of our classical masters, and I therefore fully realise what *can* be done for boys, whose bent is literary, by the careful study of a number³ of masterpieces of Hellenic literature in prose and in verse.

As a University teacher of a Modern Language, I have no nearer and more highly esteemed colleagues than classical philologists.

And if I speak here to-day as University Reader in Germanic in favour of a Report in which the future position of German plays an important part, I desire to record my conviction that for a fruitful *higher study and teaching* of Modern Languages a first-hand acquaintance not only with Latin, but also with Greek, is eminently desirable. The French classical drama, part of Goethe's lyrics and plays, not to mention many other great modern writings, cannot be properly studied and appreciated without some first-hand knowledge of the classical writers of Greece, while from a purely linguistic point of view some acquaintance with the Greek language is also of great importance to him who wishes to become a modern language scholar and teacher.⁴

I therefore trust that, if the present Report should be carried, the study of Greek at the better schools will *not* be confined to boys who wish to read Classics or Divinity at the University, but will be shared by the majority of those future modern language students desiring to become teachers or scholars, and also by not a few students of history.⁵ But I sincerely hope that the time-table in the schools will in the

future be arranged in such a way that a boy of linguistic and literary tastes will be able to take up German *as well as* Greek, and will not be obliged, as now, to make his choice between the one *or* the other.

The reason why I hail the Report as a great and much needed step in advance is that first of all it does something—as much, perhaps, as an examination can do—to encourage the study of the mother tongue; a subject of paramount importance to which more attention is paid on the Continent than unfortunately in most English secondary schools. The bad results of this neglect are very much felt by anyone to whom the higher teaching of modern languages is entrusted.⁶

But above all I am glad to see that the Syndicate has proposed to do away with the compulsory requirement of *two* dead languages by allowing the substitution of a modern language for *one* of the classical languages, which in most cases will probably be Greek.

It has been said by a previous speaker that in great educational questions Cambridge should not follow, but lead; I heartily agree, but in a different spirit. I believe that, in case of her adoption of this Report, Cambridge will truly lead the nation in a great educational reform.

This proposal provides for the first time some encouragement for modern language teaching, more especially for the teaching of German, in our secondary schools. This is a much demanded⁷ and much needed reform, and the proposals of the Syndicate, although I do not agree with all their minor recommendations, are perfectly moderate.⁸ They spell not revolution, but reform. I have watched the development of modern language teaching with the keenest interest for over twenty years, and believe that I am in touch with all the leading University and school teachers of modern languages in this country and abroad. I feel strongly with them that in England, up to now, modern languages have *hardly anywhere* had due attention paid to them, or equal opportunities with the classical languages allowed to them. Their educational

possibilities have been sadly underrated.⁹ With a few noteworthy exceptions they have been deliberately assigned an inferior position in the large public schools. Very few of our leading head masters, who usually are classical men, have given them a fair chance or look upon them as true instruments of culture. German especially has been almost crowded out of the school curriculum, and the best modern language teachers justly complain that they are rarely, if ever, allowed to show that, in addition to their undoubted practical value, the modern languages and the literatures written in them, if taught in the right way by the right man, can be made, no less than classics, the instruments of the highest liberal education. This has been freely acknowledged by Sir Richard Jebb himself,¹⁰ and also more than once by so experienced a head master as Mr. Eve, and, only yesterday, very emphatically by Dr. McClure.

It is not generally known, either within¹¹ or without this University, that modern language teachers and teaching in in this country are no longer now what in many cases they were twenty years ago—this is partly owing to the influence of our Medieval and Modern Languages Tripos. Like all human institutions this Tripos is capable of development and improvement. But by its establishment (in 1884), nearly twenty years before the institution of an Honours School of Modern Languages at Oxford, Cambridge has done far more for national education and the necessary training of a number of properly qualified English University and school teachers of French and German than even many well-wishers of the modern Humanities seem to be aware of.¹² Excellent teachers have been trained at Cambridge who have done extremely valuable work at certain schools—and that they did this work up to now under most unfavourable conditions is all the more to their credit. The younger Universities have in the arrangements of their modern language studies been largely influenced by Cambridge, their professors have derived much of their experience from Cambridge. In another twenty-five

years the results obtained in our schools by energetic, well-trained and enthusiastic teachers will be very much better still, provided that a reasonable amount of time, consideration, and encouragement, are henceforth given to the study of German and French.

All we want is that the study and teaching of modern languages and literatures in this country be at last taken seriously by those in authority at the Universities and Schools—as it is now taken abroad. This is not an unreasonable demand.

England is, generally speaking, far behind the results now obtained in modern languages by the better schools on the Continent, especially in Scandinavia, Germany, and France, and also by many of the leading American schools. This is due to circumstances over most of which our modern language teachers have no control.¹³ But I am firmly convinced that in this country, too, modern languages (French, German, and Spanish—Italian is now rather a luxury for most English youths) will have to be taught, and will be taught before long, much more widely and effectively than now.

I am no less of an idealist in educational matters than any of the defenders of compulsory Greek, but I firmly believe that for many boys who find it impossible to learn a practically dead language merely from books—such boys need not be in any way inferior to the most brilliant classical boys—an equally good and a much more congenial training can be secured by the study of a modern language, especially of German. It is sad to see how extremely ignorant even our better students often are not only of the language and literature, but also of the life and aims of those great nations which are fellow-workers with the English in the great field of European civilisation. In most cases this is due to the fact that as boys at school they were never allowed and encouraged to give much time to the serious study of French, and hardly ever had a chance of getting so far into German as to become really interested in its literature.

The majority of boys can no longer be brought up mainly on the classics of Greece and Rome, as they were in the days of the Renaissance and the following centuries when the conditions of life were totally different from ours, when the means of communication between the different nations were few, and the problems of modern language and science study were not yet general problems.¹⁴ The days have gone, and gone for ever, when Latin and Greek can be made and ought to be made the bed-rock of a liberal education for *every* boy of the upper middle classes. A knowledge of Latin, English, German, and French¹⁵ should in our century be possessed by anyone who wishes to consider himself liberally educated, by anyone who claims to be called a man of culture or a lover of literature, who wishes to gain distinction as a student of any art or science, as a military officer or diplomatist, as a critic or a journalist, or to become a leader of men in any other walk of life. How often have I been told by men eminent in their own line how deeply they regret their ignorance of German, and how often they were hampered by it! Such men have often been forced at school to do Greek which has in many cases not benefited them either directly or indirectly to any appreciable extent, while they have been prevented from learning German. Sometimes, but not always, have they been able to learn German as best they could for themselves. Here I cannot agree with Professor Mayor that modern languages should be learned by private energy only, in after life. Not every boy can hope to become a Professor Mayor, and even the Professor's way might have been considerably shortened, his enjoyment of the work been considerably increased, if his first steps had been directed by an inspiring and well-informed teacher. More than once excellent mathematicians and scientists have come to me wishing to learn in their very scanty leisure hours what they ought to have brought with them from school as a necessary equipment for their higher university work. Even Lord Kelvin will very probably consider a good knowledge of German to be no less

desirable for students than a little knowledge of Greek. And in saying this I do not only or principally refer to the undoubted practical value of German; I appeal to a much higher ideal. I wish every student to be acquainted at first hand with the language of a nation that has produced the works of Luther and Lessing, of Goethe and Schiller, of Humboldt and Mommsen, and many great writers and scholars who are still alive and whose works are not accessible in translations. So rich a language can *not* be "picked up" during a few weeks' stay abroad, nor should it be merely learned in a purely mechanical fashion in its colloquial form from the lips of a nursery governess. A language which has so subtle a syntax as French, or which is so deeply saturated with poetry as German, languages which have produced grand literatures of world-wide importance, seem to me worthy of the most serious study at all our higher schools.

For these reasons many parents and educationalists desire to see the study of modern languages, especially the study of German, literary no less than colloquial, brought within easy reach of every boy who is to receive a liberal education. I consider this a legitimate desire, and one the fulfilment of which cannot safely be postponed much longer. But as long as Greek is without exception insisted on for admission to our University, German will never get a fair chance in the more important secondary schools. It will, under these circumstances, always be the fourth foreign language taken up at school. It should be at least the third, if not the second. We all know perfectly well that in the secondary schools of this country there will never be more than a few boys with special linguistic gifts who will be able to read profitably at school four foreign languages—hence in case Latin, French *and* Greek are insisted on, German will stand no chance whatever. I am convinced that in our century—whatever was the case some time ago—every Honour student and as many Pass men as possible ought to have an easy reading knowledge of German. Such knowledge is not so easy to

acquire in occasional leisure moments in after life as is sometimes said ; moreover if German is ever acquired, to some extent, in this way, it is hardly ever approached from its best, the literary side.

The standard required for *any* language should be sufficiently high to be of some real educational value. The French and German papers ought certainly not to be in any way easier than the others. The supporters of the present Report do *not* wish for any "soft options" or for any inferior workmanship in the modern language papers ; and I trust that the first examiners who will set the standards of these papers will bear this in mind. Those who compare the description of the classical and of the modern language papers in the proposed scheme will notice that in the case of Greek and Latin the use of a dictionary is allowed, but *not* in the case of French or German. Much higher demands on the knowledge of the vocabulary and idiomatic use of the modern languages are thus made—a point not mentioned by any previous speaker. I cannot regret, with Professor Jebb, the omission of questions on accidence and elementary syntax in the modern language papers, but I think that Professor Mayor was right in deprecating their admission in the Latin paper. It seems to me that such elementary questions on isolated words and phrases are *at this stage* of but little educational value. The application of the rules will be sufficiently, and much more efficiently, tested in the composition paper which I hope will be framed so as to include free composition in some form. But I much regret that the Syndics have not seen their way to include a *vivâ voce* test in the case of modern languages. It would have proved to be an extremely desirable stimulus for the insisting on constant oral practice by the side of the purely literary instruction in secondary schools. There may be good reasons for omitting it at present, but I sincerely hope that at some future time it will be insisted on in all modern language tests.

I think it possible that, in the case of this Report being

adopted, Greek will be dropped as a form subject in some of the smaller schools, but it should be noticed that in this case another equally important school subject, German, will have a chance of being developed. Latin and French will probably remain stationary and hardly be affected by the change. In the best interest of a very large number of boys, and not, as is often said, without any valid reason, of inferior boys, such an option can not be deplored. On the contrary, it will be a decided change for the better. In these small schools Greek will still, I trust, be taught as a voluntary subject to the few select boys—I firmly believe in the strong attraction of Greek for a certain type of boy—while others who are anxious to learn German well will at last be enabled to do so, and to gain for themselves what will certainly prove a lifelong treasure.¹⁶ As matters stand at present, I must regretfully endorse Dr. Gow's remark that German seems to be dying out fast in the secondary schools of England.¹⁷ Those who in the truest interests of higher education would deplore such a fact are now in a position, by voting in favour of the Report, to help to avert from this country what seems to me a very serious national calamity. The seriousness of the case is not yet generally realised, but in order to prove to the Senate with what alarm the decline of German is regarded by those who have for many years watched the development of German studies in England, I will mention that a conference of all the University teachers of German in England and Wales is to be held to-morrow (December 3) in London, in order to consider the position of German studies in our schools and Universities, and, if possible, to devise some means of stopping their decay in the higher schools of this country. This extremely precarious position of one of the modern Humanities is *not* due to any fault of the teachers; the teaching itself has certainly improved; but the stifling of German is in all probability to be mainly ascribed to the disastrous effect of certain examination regulations on the school curriculum.

Let me conclude with one word as to the light thrown on our deliberations by the recent experience of foreign countries. In Prussia where, as we all know, educational questions are invariably most carefully considered and where, as a rule, educational ideals stand high, it was decided some years ago (November 26, 1900¹⁸) not to insist any longer on a knowledge of Greek as an indispensable condition for admission to the University—even Latin is no longer in every case required for entrance to the Universities—but at present it is left to the various faculties of the Universities to say what attainments and qualifications they require of students in their final examinations. France,¹⁹ also, no longer insists on Greek (or Latin) as a necessary equipment of a University student. In Prussia as well as in France at least two foreign languages are required (and usually three are studied at school), but there is no specification as to which *must* have been acquired for entrance to the University. In those languages, however, that are taken in the Prussian and French examinations admitting to the Universities the standards are considerably higher than, up to now, they are with us.

The Report seems to me on the whole²⁰ to be an excellent means of securing for the rising generation an education more varied and congenial, but no less liberal, elevating, and thorough than the one provided at present, and for this reason I most earnestly hope that its main recommendations will before long be adopted by the Senate.



II.

NOTES TO THE SPEECH.

Le maître de philosophie : *Vous entendez cela, et vous savez le latin, sans doute ?*

M. Jourdain : *Oui ; mais faites comme si je ne le savais pas.*

II.

NOTES TO THE SPEECH.

1. *To the right people by the right teachers.*

The right people are boys who are likely to derive lasting benefit from their instruction in Greek, the right teachers are obviously those who know how to teach Greek in the right way, according to a good and inspiring method. In the course of the debate there was universal agreement, even in the case of many supporters of compulsory Greek, that in very many instances the teaching of Greek in schools has been far from inspiring, and that there is much to seek in the methods according to which up to now this subject has been taught. It has been freely admitted that far too often the language has been studied for the sake of the grammar, and not the grammar for the sake of the language. Even in our "Grammar Schools" grammar should only be taught as an indispensable means for the proper understanding of the great authors, but not as an object of study for its own sake. The study of grammar for its own sake, highly interesting as it is for the student of philology, is not a subject to be taught to a class of boys at school. The aim of the school teaching of any language must be, I think, above all, to enable the scholar to read the foreign authors with a certain amount of ease and fluency, to initiate him, as far as can be done in the case of boys, into the proper understanding and hearty appreciation of great and representative authors, and also to some extent of the principal ideals and the main currents of the life, thought, and aspirations of the great nations of ancient and modern times. Lifelong interest can and should be thus awakened, not in a few, but in all pupils, and the elements of literary taste imparted, if the teacher is not only

well informed but keen. In modern languages the speaking test should never be neglected, and it might also be insisted on, to some extent, in Latin.

2. There are *no prescribed books* in any part of the Prussian "Abiturientenexamen." See the *Ordnung der Reifeprüfung an den neunstufigen höheren Schulen (Gymnasien, Realgymnasien und Oberrealschulen) in Preussen*. 1901. Halle a. S. Waisenhaus, 1901, § 10, under 8. There are also no printed "examination papers" in this and other German examinations.

3. *A number of masterpieces of Hellenic literature in prose and in verse.*

Only in this case can Greek be expected to be of real and lasting educational value. One short and easy prose text crammed for the purposes of the examination, usually without any reference to its literary qualities, is positively harmful, and, as we all know, considered a farce by the students themselves. If Greek were made one of the options in the Little-Go, and the standard required were reasonably high, the boys of decided literary bent would still be able to quit themselves creditably without any undue strain, but those who had not had any sound training in the subject at school would qualify by means of some other literary subject, to the careful study of which they had devoted several years at school, and from which they would be sure to derive a correspondingly high educational benefit.

4. *Some first-hand knowledge of the classical writers of Greece.*

If he has read *some* Greek classics in the original he will afterwards understand and appreciate translations ever so much better, and they will then become of very great value to him. A modern language *teacher* and *scholar* ought to know the most important Greek poets from good English (or German) translations if he has no time for reading many of their works in their original language and metre.

The Master of Trinity, Mr. Sanderson, and Mr. Eve have rightly insisted on the great importance of supplementing

literary education by means of well selected translation. Mr. G. L. Dickinson properly urges "Plato translated may not be the same thing as Plato in the original, but it may yet be something pre-eminently good. If the literature of Greece is to be closed to boys in the original, why shall it not be opened to them in translations? The ordinary school-boy might in that way attain a more real and vital insight into the Greek view of life than by years of plodding through the maze of irregular verbs" (see his essay on *The Place of the Humanities* in R. P. Scott's *What is Secondary Education?* London, Rivingtons, 1899, p. 336). What German educators think of the value of good translations and the use to which they should be put in schools is shown by the official Prussian regulation in the latest revised curricula and programmes of work for higher schools for boys, where among the classics to be read in the mother-tongue are mentioned *bei den Gymnasien Shakespearesche, bei den Realanstalten griechische Dramen in Übersetzungen*. (*Lehrpläne und Lehraufgaben für die höheren Schulen in Preussen*, Halle, 1901, page 20.) Similarly in the latest official French *Plan d'études, programmes et examens de l'enseignement secondaire* (Paris, Imprimerie Nationale, 1902), among the tasks of the French *classe de troisième* there is the task *Les élèves seront habitués à faire des lectures complémentaires qui seront contrôlées en classe*, with the note *ces lectures pourront porter sur les traductions des principaux chefs-d'œuvre de l'antiquité et des littératures modernes* (page 52). See also F. Paulsen, *Geschichte des gelehrten Unterrichts*, II. (1897), pp. 658 sqq. Thus neither in Germany nor in France is it proposed to withhold from non-classical boys an acquaintance with the masterpieces of the Greek drama—there is no reason why English headmasters should not follow the example here given and encourage the study of good translations in their schools. The majority of boys will thus grasp the spirit of Greek literature far better than by means of only one or two works got up with much toil and little

interest for an examination, and usually crammed *in spem futurae oblivionis*. See also p. 39.

5. Although I believe that some knowledge of Greek acquired at school will be found of great value by any serious student of modern languages, yet I quite agree with the proposals of the Syndicate *not to insist* on such a knowledge as an indispensable condition in the case of a student coming up to Cambridge. As is the case in Germany, France, and many of the younger British Universities, it should be left to the intending student to say what languages he will offer for examination, provided no less than two foreign languages are taken—it is to be hoped that in most cases more than two will have been studied by him at school. But it seems unnecessary to insist on an entrance examination in every subject that has been studied at school. It is much to be hoped that the large majority of serious students coming up to Cambridge in the future will before long possess a reading acquaintance of Latin, French, and German, to which in case of the best linguists (future students of ancient or modern languages who intend to become teachers or scholars) Greek, and perhaps even either some Hebrew, or some Italian or Spanish, will be added.

6. The usual neglect of the *study of the mother tongue* in this country is for many reasons to be deeply deplored. I feel convinced that English literature is a subject which can very well be taught in an attractive way, and that, in the hands of a well-informed, enthusiastic, and skilful teacher, it is second to none as an efficient instrument of education. I fully agree with Mr. Dickinson when he says “To ‘teach’ literature is difficult, no doubt; it degenerates easily enough into teaching passages and dates by heart. But the difficulty is exactly the one which a teacher, with his heart in his work, will delight to overcome, and the reward will be greater there than in any other department of his work. For it is there that he will have his chance of arousing that sense of the beautiful and the good which is the condition of all fruitful knowledge,

even in the region of science itself, and of all worth and excellence in life" (in R. P. Scott's *What is Secondary Education?* pp. 337-8). For many years I have insisted that a good foundation in English is the indispensable condition for progress in modern language study with our boys and girls. (See K. Breul, *The teaching of modern foreign languages in our secondary schools*. Cambridge, 1899, p. 40.) They ought to have had much practice in essay writing before they begin to write free compositions in German or French—the methods of essay writing ought to have been taught and practised at school (as is done in France and Germany), and the University teachers of foreign languages ought not to be obliged to start with teaching their students the general principles of original composition. Moreover, nothing is more valuable for a modern language student than a familiarity with the masterpieces of his own literature. The element of literary criticism can very well be acquired in the highest forms of the better secondary schools. Unfortunately many of our students are on very distant bowing terms with the great writers of their own nation. The papers in English should also test some knowledge of the structure and history of the English language.

7. *A much demanded reform.*

It is sometimes said, in a disparaging way, that this reform is only demanded by "utilitarians," by people whose outlook is limited, whose ideals are low and whose views are commercial. I think that although in the ardour of a great educational fight a man may possibly not always be able to preserve a dispassionate point of view, yet this contention is one that should not be seriously raised in our midst. The names of the framers of the Report and of the most distinguished supporters of the proposals of the Syndicate need only be mentioned to make it plain that such men would never recommend a subject to take the place of Greek if in their carefully balanced opinion it had not more to recommend itself than "mere utility," if it were only a "soft option" for the stupid boys and an inferior

educational instrument. There is also a large number of parents who are anxious to give their sons a sound literary training of the best kind but who fail to see that to the great garden of humanity and culture there should be only one gate and no more. There are many people whose educational ideals can certainly not be called low, who cannot be accused of obscurantism, and who are alive to the fact that within the last fifty years the conditions of the world have so completely changed that it is no longer possible to insist on the compulsory requirement of *two dead* languages for everyone.

8. *The recommendations of the Syndicate are perfectly moderate. They spell not revolution, but reform.*

In Germany as well as in France the gates to the University are now open to students who may be ignorant of either one of the classical languages; in the University of London neither Latin nor Greek is insisted on in the Matriculation Examination. Almost everywhere admission to the Universities is now secured by a satisfactory acquaintance with two foreign languages which may both be modern—the proposal of our Syndicate is to insist on two foreign languages of which *one must* be ancient while the second may, but *need not* be, modern. This seems to be the very least they could have proposed. I personally should not have considered it a hardship if the proposal had been to demand three foreign languages, of which one must be ancient and one modern, the third to be either ancient or modern, in which latter, perhaps, only a good reading knowledge, but no composition, might be required. But the proposals of the Syndicate are much less exacting than this. The Syndics have also taken good care not to sacrifice the literary element in the proposed new Previous Examination, but have frankly given the new humanities a place by the side of the old.

9. *Their educational possibilities have been sadly underrated.*

This was done more than once in the debates of the Senate House, as appears from a perusal of the pages

of the *Reporter*. The reason why so many scholars seem thoroughly to distrust the educational possibilities of modern languages is, I think, to be sought in the fact that in their younger days modern languages were so often taught in the most mechanical and amateurish way by untrained natives, usually of no university standing, who were considered to be, and sometimes actually were, on a par with the dancing master or fencing master or drill sergeant, but who were never for a moment seriously compared to a high wrangler or first class classic. In the best interest of education these scholars, especially those of the older generation, believe it their duty to emphasise over and over again that modern languages are intrinsically incapable of being turned into efficient instruments of a true liberal education, and that the teachers of modern languages are necessarily inferior to those of classics and mathematics. They have not had time or opportunities for noticing that during the last ten or fifteen years teachers and methods have very considerably changed in this country, and that there is every hope of a further considerable improvement in the immediate future, when the men and women who have been or are being trained at this university and some of the best among the younger universities will have come more to the fore. Above all, those who doubt the possibility of a sound and efficient study of modern languages show by their objections that they have not realised the great strides modern language teaching has made during the last fifteen years on the continent, where the causes that impeded its proper development as here, have one by one been removed by the educational authorities. Here I can speak from a long and very wide personal experience, borne out by the testimony of many Englishmen who are acquainted with the conditions obtaining abroad at the present moment, and who hope with me that some day similar results may be obtained on this side of the channel. But in order to be able to achieve this desirable result, English modern language teachers must be given more time and much more practical encouragement. They may fairly

demand to be at least taken *au sérieux* and to be allowed due consideration and a fair chance. If that be given them by universities and schools I am confident as to the ultimate result.

I may be allowed to quote here, with one or two slight additions, a few lines from an essay on "the teaching of modern languages" which I contributed a few years ago to Mr. Spenser Wilkinson's collection of educational essays called *The Nation's Need* (London, Constable, 1903, pp. 220 sqq.). "The aim of the modern language teacher, as I conceive it and have briefly sketched it, is one of the highest. His duty is not merely to prepare his pupils by a dry process of purely grammatical drill for a host of Local and Army Examinations—he is to prepare them for *life*, that is, for a just and sympathetic appreciation of the main currents of foreign life and thought, and to instil into them a lively interest in what is being done or aimed at by our great fellow-workers in the cause of civilisation. If the journalist is apt to point out and to lay stress on the differences between this nation and others, to call attention to what separates us, to expose the weaknesses of our neighbours, and show where we may find fault with them, on the other hand, the great task of the modern language teacher in schools and universities is to reveal *das Dauernde im Wechsel*, that which is abiding among all the changes, the great tasks that are before all the great modern nations and that cannot be solved but by the hearty co-operation of all. Such a teacher will show his pupils and will spread the conviction that in spite of passing, and sometimes unavoidable, misunderstandings, the noblest spirits of all nations are essentially at one—that Shakespeare, Molière, and Goethe, not to mention more modern names, do not belong to one nation alone, but that every boy and girl, every man and woman, has a right to be elevated by their grandeur, taught by their wisdom, and refreshed by their eternal charm. In this way modern language teachers can fill the minds and souls of the young not only with a love of excellent foreign literature but

also with a deep respect for foreign modes of thought, with a just appreciation of foreign endeavours, and even with a true sympathy for foreign life and peoples. If it be true that the majority of our rising generation cannot and ought not, as formerly, to be brought up mainly on the lines of ancient humanism, then it is the bounden duty of everyone interested in education to see that for the future they are brought up in an equally liberal way by means of a new humanism. The teachers of modern languages have to-day a high trust committed to them, and they will do well to be fully alive to the great responsibility which their increased opportunities may soon lay on their shoulders. They must take good care not to lower the humanitarian ideal. We want to promote the study of modern languages because we are convinced that apart from their undisputed practical importance they can be taught and studied in a truly scientific spirit, and can, in the hands of skilful and enthusiastic teachers, be made the instruments of the highest liberal education."

10. *This has been freely acknowledged by Sir Richard Jebb himself, etc.*

See Sir R. Jebb's *Ancient and Modern Humanism*. An address delivered at a meeting of the Modern Language Association on June 26, 1901. See *Journal of Education*. No. 384, London, July, 1901, pp. 433-436, and the *Modern Language Quarterly*, IV., 2 (July 1901), 148-52. H. W. Eve in the *Educational Times* of February, 1901, and also in the collection of Essays (edited by L. Magnus) called *National Education*, London, Murray, 1901, pp. 228 sqq. Among eminent foreign professors and pedagogues holding very similar views I will here only refer to *Dr. J. Schipper*, of the University of Vienna, who delivered in 1901, in his capacity of Rector Magnificus, his Inaugurationsrede on "Alte Bildung and Moderne Cultur." Wien, Universitäts-druckerei, 1901, and to the numerous testimonies of the most famous German and French scholars (including distinguished classics, theologians, and historians, such as Professors

Harnack, Diels, U. von Wilamowitz-Möllendorff, Mommsen, Lavissee, Poincaré, etc.). These are found in the recent volumes containing their evidences before important German and French Education Commissions, viz., *Verhandlungen über Fragen des höheren Unterrichts* (Berlin, 6-8 Juni, 1900). 2nd ed. Halle, Waisenhaus, 1902; and *Enquête sur l'enseignement secondaire*, Paris, 1900. 5 vols. A very instructive summary of the work and views of the French Commissioners is given in a handy book by their chairman, *Alexandre Ribot*, under the title *La réforme de l'enseignement secondaire*, Paris, Colin, 1900. I should also like to refer, in this connexion, to a number of most instructive chapters on the most recent developments of education in Prussia contained in a collection of essays called *Die Reform des höheren Schulwesens in Preussen*, ed. by *W. Lexis*, Halle, Waisenhaus, 1902.

A remarkable speech made by Lord Rosebery on Nov. 16, 1900, in his capacity as Lord Rector of Glasgow University, and published under the title of "Questions of Empire," London, Humphreys, 1900, should be read, and no less the wise words of our late lamented Henry Sidgwick, originally written in 1867 and just re-published in the volume of his *Miscellaneous Essays* (Dec. 1904, pp. 270 sqq.), which form an interesting parallel to the words of his brother Arthur quoted by Dr. Jackson (*Reporter*, p. 396).

The leading magazine in Prussia on all questions connected with the secondary schools (*Monatsschrift für höhere Schulen*, herausgegeben unter Mitwirkung namhafter Schulmänner, Universitätslehrer und Verwaltungsbeamten von *R. Köpke* und *A. Matthias*) devoted in its first number (I., 1, pp. 56 sqq. Berlin, 1902) a very able article by *J. Caro* to the general discussion of the relation of the new to the ancient humanities under the title: *Die Frage der Gymnasial-und Realschulbildung in Frankreich* (with reference to Ribot's work).

11. *Either within or without this University.*

The truth of the first half of this statement was proved beyond all doubt by the utterances of several speakers in the

course of the Senate House Debate. I believe I do not exaggerate if I say that the aims, efforts, educational methods and ideals of those who have now for over twenty years been working hard at establishing a really good Cambridge School of Modern Languages have been as a rule more appreciated outside of this University and outside of England than in Cambridge itself.

12. It seems to me that the aim of our *Medieval and Modern Languages Tripos* must be, in the main, of a twofold character: on the one hand, to train scholars to become professors and lecturers, librarians and literary critics, and on the other hand, to give to the future modern language teachers of Great Britain that higher scientific and practical training which can only be imparted by a well devised university course. At least three—and if possible four—full years should be given to this study at the university itself, accompanied and followed by prolonged stays abroad, if possible at foreign universities, in order to acquire the necessary practical equipment which is essential to a successful career as a modern language teacher. As the higher study is altogether new in this country, and Cambridge was the first British University where it was in 1884 seriously established, it is perhaps not to be wondered at that it has only been properly understood by a very few members of the Senate; there was no standard by which the aims and scope of the new school could be gauged. It was not readily taken up by the best men; there were hardly any university prizes or other encouragement; little provision, and hardly anywhere adequate provision, was made for it in our colleges, it was in fact much more discouraged than encouraged by some tutors. For these reasons the schools have sent us only a few and as a rule not their very best boys, and consequently the results of the Tripos have not yet realised the hopes that some of us had when the school was first started. Still a number of excellent teachers, men and women, have gone forth from Cambridge not only to fill good posts at many of our best schools, but also to act as professors and

lecturers at a number of Universities and University Colleges. Thus Cambridge has taken the lead with regard to making some provision for the higher and highest training of modern language teachers while Oxford remained behind for nearly twenty years; it would now only be consistent with the policy adopted in 1884 if Cambridge were this year to take the second important step and frankly to acknowledge the educational value of sound modern language teaching in schools by allowing one modern language to be offered as an equivalent to one ancient language. If this policy were adopted an impetus and encouragement would be given to the teaching of the new humanities in schools which would be highly advantageous to the country at large, which would bring Cambridge once more abreast with the trend of modern life and thought, and which would mean for our University merely the crowning of an edifice, the foundation stone of which was laid nearly 21 years ago. It would be the welcome declaration by the Senate of the coming of age of our young school. I should look upon it as a vote of confidence in the educational value of our studies and the spirit in which they have thus far been pursued in this University, and I have no doubt my colleagues would feel the same.

13. *The results obtained in modern languages by the better schools on the continent.*

See for instance M. Brebner, *The Method of teaching Modern Languages in Germany*. London, 1898. (Cp. also Sadler's Reports, III. (1898), No. 8.—W. H. Winch, *Notes on German Schools*. London, 1904 (the Chapter on Modern Languages, pp. 162 sqq.). J. D. Montgomery, *The teaching of Modern Languages in Belgium and Holland*—in Sadler's Reports, Vol. II. (1898), No. 26.

14. See Jakob Schipper, *Alte Bildung und moderne Cultur*. Wien, 1901. Fr. Paulsen, *Das Realgymnasium und die humanistische Bildung* (Berlin, 1889), and also the concluding portion of Paulsen's *Geschichte des gelehrten Unterrichts*. Leipzig, 1897 (Vol. II., pp. 631 sqq.).

15. *A knowledge of Latin, English, German, and French should in our century be possessed by anyone who, etc., etc.*

In requiring the study at school of three instead of two foreign languages I may seem to go somewhat beyond the proposals of the Syndicate, but I do not wish to insist at the present juncture on the desirability of *examining* in three foreign languages in our Previous Examination. Moreover, if two of them have been studied thoroughly at school, a reading knowledge of the third will be sufficient. English students should not experience any difficulty in reading an easy Latin text on any subject they are interested in, and I hold that now-a-days no serious student of any science can safely neglect acquiring the ability of reading easily and understanding accurately the writings of men such as Pasteur or Virchow (whose name he should pronounce correctly), Lavissee or Mommsen, and other great foreign scholars, for the translation of whose works he will not have the time to wait.

16. It has been urged that the Little-Go German would be dropped and forgotten just as soon as Little-Go Greek. I do not believe this to be probable. German is a great living language, which, once acquired, will surely not be lost again. Apart from the advantage of being able to consult the latest German books and essays on one's own subject there is a mass of good current German literature, novels and plays, and a number of first-rate periodicals and magazines. Newspapers, German music, travelling, and personal and epistolary intercourse with German friends and colleagues will all tend to keep up and to deepen the acquaintance with German, if once a good foundation has been laid at school. To encourage the schools to give this foundation, to set apart the necessary time, and to provide adequate teaching-power for this subject, should be the aim of every one who understands the educational needs of our times, and the adoption of the Report will largely help to the attainment of this aim.

17. I propose to investigate the whole question at no distant time in another place.

18. See the *Imperial Decree*, dated Kiel, November 26, 1900, reprinted in the above mentioned *Die Reform des höheren Schulwesens in Preussen*. Halle a. S. 1902, pp. vii.-x. See also F. Paulsen, *Die deutschen Universitäten und das Universitätsstudium*. Berlin, 1902, pp. 352-58. F. Paulsen, *Die höheren Schulen und das Universitätsstudium im 20 Jahrhundert*. Braunschweig, 1901; G. Wendt, *Die alte und die neue Schule*. Hamburg, Janssen, 1903; the *Lehrpläne und Lehraufgaben für die höheren Schulen in Preussen*. Halle, 1901; and Hugo Müller, *Das höhere Schulwesen Deutschlands am Anfang des 20. Jahrhunderts*. Stuttgart, Belser, 1904, where the Prussian school-reform of 1901 and the conditions obtaining at the present moment are set forth on pp. 49, sqq. From this very clear and readable book it appears that the pupils coming from any of the three highest types of schools are admitted to the university on the strength of their leaving certificates, but that for divinity and classical students both classical languages are still required, and also in the examinations for future historians and State-Librarians. In the case of medical students those who come from *Ober-realschulen* have to pass a supplementary test in Latin. The training of the *Gymnasium* is recommended by the faculty of Law, but students coming from the other types of schools are not refused admission. They are cautioned on entrance that in their final examination they may have to show that they can master the text of some Latin authority. Pupils of any of the three types can now work for the teaching profession, being (in some cases) required to pass a supplementary test in their final examination. Pupils of all these types can be candidates for the Army and Navy.

19. See the latest *Plan d'études, programmes et examens de l'enseignement secondaire*. Paris, Imprimerie Nationale, 1902.

20. *The Report on the whole.*

In this stage it can only be a question of *general agreement* and not of discussing the advisability of modifying minor points. Some of these have been

incidentally touched upon in the preceding pages, but none of them is sufficiently important to be allowed to stand in the way of my welcoming and supporting heartily the present important proposals. Their main issue is the necessity of abolishing the compulsory requirement of *two* dead languages in the Little-Go. They seem to me a step in the right direction, towards bringing the curricula and general development of the secondary schools at last into line with the recent development of our University, and of responding, as we ought to respond, to legitimate desires frequently expressed in our midst by teachers of the greatest experience and authority, and now also urgently addressed to us by many leaders of the national life and thought who are well-wishers of this University, and certainly no less well-qualified than many of us to form a right estimate of the functions of a University and of the nation's urgent needs.



III.

NOTES ON THE "CAMBRIDGE UNIVERSITY REPORTER," OF DECEMBER 17, 1904.

Je ne conteste en aucune façon la légitimité de l'enseignement classique moderne. J'ai eu à ce sujet des préventions que l'expérience et la réflexion ont dissipées. La langue et la littérature française,—si imparfaitement enseignées dans l'enseignement classique gréco-latin,—deux langues et littératures modernes, les enseignements scientifique, historique et géographique, suffisent assurément à donner aux écoliers une véritable culture classique, intellectuelle et morale....

J'admets donc pour ma part l'égale valeur des deux enseignements, par conséquent, le droit de l'un et de l'autre aux mêmes sanctions.... Il y aura profit pour la communauté à recevoir des esprits également bien cultivés, mais par des moyens différents. Cette variété enrichira l'esprit national.

ERNESTE LAVISSE.

(Déposition devant la Commission de l'Enseignement, 1899.)

III.

NOTES ON THE "CAMBRIDGE UNIVERSITY REPORTER," OF DECEMBER 17, 1904.

*(Discussion of the First Report of the Studies and Examinations
Syndicate.)*

The following pages contain an extract from the marginal notes made by me while studying the important "texts" printed in the *Reporter*. I publish my notes in the hope that I may, perhaps, by means of them, better elucidate some aspects of the great question which is now engrossing our attention. I desire that they may be taken by those to whom they are addressed as expressions of a perfectly good-natured criticism, that is offered in all sincerity to some opponents of the Report whose experience and authority in their own subject and whose warm zeal in the cause of education I most unreservedly acknowledge. My notes are intended to be a special kind of *ὀβελοί*, denoting in many cases merely a doubt, or containing a question which a man who feels strongly on some point is anxious to put to a colleague for careful consideration. I hope to have corrected a few actual misstatements and to have set right a few old misconceptions. In some other cases I shall be content if I shall have succeeded in raising a wholesome doubt in the minds of my opponents. Many members of the Senate would probably have carried out the annotation with more knowledge, vigour, or spirit. I hope that they will do so before long ; I shall at all times be glad to weigh their arguments most carefully and to learn from their experience. Meanwhile I submit the following observations to all open-minded members of the Senate, asking them

Si quid novisti rectius istis
Candidus imperti ; si non, his utere mecum.

III.

The short catch-words should in every case be supplemented by reference to the "Reporter." Some of the frequently recurring arguments have only been discussed in full the first time they were uttered, but some partial repetitions in the answers could not be avoided altogether.

354b bottom. *Except in the case of students who are looking forward to taking honours in classics or to studying theology.*

But as to students of modern languages, history, comparative philology, see pp. 4 and 18.

355b top. *A sweeping proposal.*

Is it not rather a moderate reform? See p. 20. In the proposal that modern languages should be allowed as a substitute for Greek there is no leap in the dark. We can refer to the practice and experience of other European nations which have recently taken the same step and are pleased with the results of the reform.

358a top. *French or German would have no grammar paper.*

I do not see a disadvantage in having no grammar paper *at this stage*, and think it would be much better if there were no accident questions in the classical papers. See p. 10; and also *Reporter*, 360b (Prof. Mayor), 391ab (Prov. of King's), 397a (Dr. Jackson).

Inferior French plus inferior German.

I am personally not in favour of this part of the proposals of the Syndicate although the difficulty of the test (if the test is intended to be really good) has been underrated by the opponents. It should not be forgotten that in the case of the modern languages the use of a dictionary, allowed in the classical languages, is forbidden. See also Rep. 386a (Prof. Liveing).

356b middle. *The amount was not what mattered.*

Of course, we all agree that "the quality of the mental effort obtained from the beginner and the extent to which mental interest is awakened in him" are the "vital things." Still I believe that the educational value of Greek can only be expected to manifest itself if a *number* of masterpieces of

Hellenic literature have been read at school during a number of years (see p. 16); the one piece that is now so often crammed in six months for an examination is of *no value whatsoever*. Both "vital things" can, however, equally well be secured by a thorough teaching of the great modern classics. I cannot but think that the mental effort required to master a great drama of Goethe, say his lofty "Iphigenie," is just as great as the effort required to master say the noble "Philoctetes" of Sophocles in which a similar ethical problem is treated. Many exquisite lyrics of Goethe, which might very profitably be read in school, are not a whit easier, less beautiful, or less stimulating than Theognis or Sappho; and poems such as Schiller's "Spaziergang," "Ideale," or "Genius" offer as much difficulty, grandeur of thought and inspiration as Pindar's finest odes.

357a top. *Any such man might derive good from it (i.e. from Little-Go Greek).*

No doubt; but might he not derive the same amount of good from a *modern* language which he had been taught in an inspiring and scholarly way? We all agree most heartily with Sir Richard Jebb in his eloquent praise of Greek literature and culture, but many of us are obliged to differ from him in his conclusions. He draws too ideal a picture of the importance of Greek as an instrument of culture. There is a large and an ever-increasing number of boys for whose education Greek will never be of any real value. It does not benefit those average boys for whom it is for some reason or other an altogether uncongenial subject at school, nor does it provide an element of liberal education for those clever boys who have not done any Greek at school and who suddenly have to cram, in the least possible time, a very small amount of it in an altogether uneducational way merely in order to pass the Little-Go. Turning immediately to other studies they forget it after a few months—but for ever regret the time spent over so unprofitable a task. It is true that perhaps not very many people who otherwise would have come to Cambridge have up to now been kept away from our alma mater on account of

“that little hurdle of Greek,” but even this will probably change with the development of the younger universities. But that is not the point that matters. It is the compulsory waste of time for many boys to whom no real gain will ever accrue from the superficial study of elementary Greek. *Ars longa, vita brevis est.*

357a top. *It was educationally bad in principle to cut off the opportunity because it required an effort which many men found distasteful or difficult.*

The effort necessary for acquiring a modern language according to modern standards is just as great, especially if we include the power of speaking it (an attainment sadly underrated by many people, including not a few heads of our large schools, and not yet as a matter of course tested by our university authorities!), the literary training at this stage of a boy's development is for him just as good in the case of a modern as in that of an ancient language, and the lasting gain derived from the careful study of a modern language is in many cases incomparably greater.

357a middle. *The effect on classical and literary study in the country, etc.*

But *hier gibt's zu unterscheiden*, says Lessing's Nathan. Does “literary study” mean “classical” study only? Are we to assume that all literary study is bound up with the compulsory requirement of two dead languages instead of one in the Little-Go? And, according to the proposals of the Syndicate, cannot a boy, if he is so minded, offer Latin *and* Greek? or Greek alone without Latin? or may he not have read Greek in translations? (see p. 16). And is not a true literary training by means of modern languages (into which so much that is truly good and grand has passed from Greek) a thing worth having? I need hardly say that I write these words in *no* spirit of antagonism to the classical languages, to which I personally owe so much, and I know (see Rep. 357b) that Professor Jebb would not join those speakers who have alluded to French (and German?) in the debate with a contemptuous sneer which I can only explain by their unfamiliarity with the

more recent methods of teaching this subject, and the results obtained by them.

357b top. *The two older Universities should, so far as possible act together.*

No doubt that is desirable—so far as possible. But in great educational questions it is often not possible for them to move exactly at the same time; either Oxford or Cambridge must take the lead. Up to now Cambridge has usually led. While zealously fostering the older studies, and extending their range by development of special departments such as archaeology, etc., Cambridge has encouraged a number of new studies—the adoption of the Report by the Senate would only be another step in the same direction; it would mean the acknowledgement of the necessity of officially recognising in the highest modern school education the much quoted principle of “freedom, variety and elasticity.” See Rep. 360a (Master of Peterhouse), 386b (Master of Christ’s).

360b bottom. *Greek was no more compulsory than any other subject of higher education in England.*

I really do not see the justness of this remark under the present conditions.

361b bottom. *He got some clever little boys . . . to become classical boys on the promise that he could get scholarships for them.*

There were at that time no modern language scholarships worth trying for. If the very best boys (who can easily learn anything) are thus persuaded to become classical boys and are left no chance of devoting their main energies to the modern languages, it is of course easy to maintain that, as a rule the modern language boys are inferior to the classical. It does not prove any inferiority of the subject as an instrument of education. We all know that in most schools up to now all the better boys have been systematically picked out and encouraged to study Latin and Greek, and that consequently so far there has been no means of demonstrating what an efficient teaching of the two modern languages could have done for boys of their stamp. This is not a fair test of the comparative

educational value of the two subjects. Moreover, classical boys can as a rule obtain scholarships for Classics only, without qualifying in any modern tongue, while modern language boys are (rightly) expected to show some proficiency in Latin.

362a bottom. *Greek was the badge of good work and good influence in that place (viz. Nottingham).*

This is perfectly intelligible from the circumstances under which this classical side was made up. But this fact has, as Dr. Gow himself admits, "nothing whatever to do with Greek." Why should not the language of Schiller, if well and inspiringly taught to senior boys, work equally well? The experience of other headmasters, Rep. 371a (Dr. Barber), 385a (Mr. Eve), bears out my views to the full.

362b top. *Oxford and Cambridge ought to have some subject which distinguishes them from other Universities.*

Why? If the distinction was an exceptional keenness on the part of our undergraduates for doing good work, the scientific spirit in which work is approached, the desire not to be beaten by any other university, but to out-do all the universities of Great Britain in love of study, devotion to hard work, and enthusiasm for research—in fact, a higher mental attitude in which all university work was approached at Cambridge—then, indeed, I should be the first to wish for this distinction. But a special subject for study—and Little-Go-examination—seems to me a thing not to be desired.

363a middle. *They ought certainly to learn French, the Scriptures, English History, and something of Geography.....*

I believe it would be most desirable and not unreasonable to insist in the future not only on English history but on the *outlines* of universal history, or at least of general European history. This latter subject is carefully taught in the schools of Germany and France. See the official books quoted on page 17. Whether the outlines of general European history should be made a subject of examination is a different question, which I am not prepared to answer in the affirmative. They ought to be taught in the better schools. Modern European history is required by the Manchester "Faculty of Commerce."

363b top. *An education not ideally so strong as the more strictly classical.*

It is obvious that in structure and spirit the modern languages have a different character from the ancient tongues, and the two classes mutually supplement one another. The study of them does not produce the same effect, but the effect is in each case equally valuable; they touch, as it were, different chords which ought both to be touched in the minds of the young. By the side of the lofty poets of Greece and the manly writers of Rome the great French masters of style and the noble poets and thinkers of Germany amply repay a sympathetic study.

364a middle. *Translations.*

See pp. 16-18 and Rep. 379b (Mr. Sanderson), 385a (Mr. Eve). See the very weighty observations of Friedrich Paulsen in his *Geschichte des gelehrten Unterrichts*, ²IL., pp. 658, sqq., and also W. Münch, *Zukunftspädagogik* (Berlin, 1904, pp. 213-24). I have personally derived the greatest enjoyment from reading (apart from the originals) Geibel's masterly verse renderings of the finest Greek and Roman lyrics in his *Classisches Liederbuch*, and many persons ignorant of Greek to whom I read the translations have derived a similar enjoyment from them.

364b bottom. *Teachers and endowments would not be cut off.*

I certainly do not wish any of the present University scholarships and prizes and other encouragements to be taken away from Greek; on the contrary, I should be glad if prizes for original research in Greek, and scholarships for travel in Greece and the ancient Greek world, were largely forthcoming. I should not be sad to see all the entrance scholarships abolished in the form which they now take. But I hope that I may be forgiven if in this place I express the wish that there were also available at Cambridge a number of University scholarships and prizes for *modern* languages, especially some valuable encouragement for post-graduate research which would induce good men to come to our University and produce some valuable original work after having taken their degree. Such

scholarships and prizes are very urgently needed in the case of the medieval and modern languages. I have for years insisted that it is of the greatest importance to encourage original research on the part not only of the professors, but also of the better students. The plea which I urged in a speech in June, 1901, at a London meeting over which Sir Richard Jebb did us the honour to preside (see *Modern Language Quarterly*, IV. 2), is as important now as it was then. I said "in the case of the better B.A.'s, or of men elected to college fellowships, the existence of University prizes for any original philological or literary work in modern languages *after* the regular university course would be most desirable. We have at present at Cambridge only one good college prize, and we have just been told that the prizes offered for modern languages at the Universities are not large enough and are not sufficiently numerous to tempt good men. I therefore hope that when an opportunity arises, the University, or the University helped by some benefactor, will be able to offer some such prizes and thus encourage our better students, after a period of mere assimilation of existing knowledge, to do some original thinking and writing for themselves. Further, University scholarships for foreign study, in the form of travelling studentships, should be instituted as soon as the necessary funds are available. Again, students' reference libraries ought to exist in all British Universities. There should be a library which the students could use at all times, and from which they could freely borrow books—a library such as the University of Oxford possesses in its Taylorian Institute, well stocked with modern language literature and periodicals. Birmingham University, too, can boast of an excellent German students' library, while at Cambridge we are still sorely in need of such an equipment for higher study. On the other hand, no German or Swiss University is without its *Seminarbibliothek*. Phonetic apparatus should be obtained, and duly qualified teachers of phonetics should be appointed in Cambridge and elsewhere as soon as funds permit. And, finally, we most urgently want some means of studying, at our University itself, foreign *realia*; hence we must have maps, photographs,

illustrations, lantern slides, and all those many things which, properly explained and carefully studied, will prepare our students for a profitable stay abroad, and will, on their return to England, enable them to remember and to understand more fully what they have seen in foreign countries."

366b bottom. *A serious moral wrong.*

Yes—I feel with Dr. MacClure, Dr. Barber, Dr. Jackson, and many others, that the present requirements of the compulsory study of two dead languages by the average boy really amounts to that. Mr. Sanderson also calls it, bitterly, "a cruel thing" (Rep. 380b). It is not right to pass off the shadow for the substance. Nor is it wise. It must shake a student's faith in the wisdom of the University authorities if he sees them insisting on a test, the general superficiality of which is no secret, and the golden fruits of which he fails to perceive either during his undergraduate days or in later life, and the imposition of which he must consider to be an unreasonable waste of his already too short time of study at the University.

367a top. *Enormous progress made of late years in the teaching of French and German.*

See pp. 6 and 25, and Rep. 359a (Master of Peterhouse). The general ignorance of the great strides made of late in modern language teaching is the chief reason of the disparaging remarks made on this Cinderella among higher school subjects in the Senate House, and also of many misrepresentations repeated from time to time in certain newspapers and magazines.

367a bottom. *A knowledge of French was not a necessity, and all could pick it up at any time.*

The first part of this remarkable statement I need hardly discuss. As to the second half, I quote from my article on the "Teaching of Modern Languages" (*The Nation's Need*, p. 209). "Another widespread prejudice, the fallacy of which is obvious to all who have had any experience of such cases, is that a few months spent on the Continent will be better than many years spent at school, in fact, a couple of months abroad will be amply sufficient for clever boys to 'pick up' the language. Never was there a more misleading phrase. A language with so

subtle a syntax as French, or one so full of force and poetry and so rich in beautiful idioms as German, cannot possibly be 'picked up' by an untrained youngster—even the very cleverest—sent abroad, without any previous school training, during a long vacation or even for a whole summer. In most cases the young people learn next to nothing, at least nothing really well, nothing worth having, and they return home the proud possessors of a few very colloquial, and for the most part badly pronounced, words and phrases. In some cases, perhaps, they may have acquired a certain amount of ungrammatical patter without any real insight into the foreign language or any sympathy with it and the nation that speaks it. Good results may be expected only when a young man or woman has for several years had a thorough grounding in the foreign language at home, and when he or she is then sent abroad for at least six months, if possible for a year, to live with a refined family, being the only foreigner in the house for the time being. Methodical and prolonged school training should in all cases be insisted on by parents and educators whose aim is to give the children a ready command of the foreign idiom, a sympathetic feeling for the beauties of foreign literature and art, and a deep and lasting interest in the life and thought, the aims and difficulties, of their German and French neighbours—truly a valuable possession for their later life."

367b bottom. *Certainly not the substitute proposed by the Syndicate.*

Very many enlightened educationalists in this country do not feel equally certain, in fact they take just the opposite view. France, as well as Prussia, after most exhaustive investigations of the subject, have even gone much further than the proposals of our Syndicate. What experience makes the speaker feel so certain?

Men ought to learn French and German for themselves.

See p. 8 and p. 41. I need hardly point out the enormous difference, from an educational point of view, between having French and German well taught according to the latest methods by competent and inspiring teachers and a superficial haphazard

acquaintance with these languages gained in after life, and usually in a very superficial way.

368b middle. *They would shatter the present system of Public School education.*

The present system is now no longer one-sided and limited to classics only, but in most schools the bifurcation of education has for some time been recognised by the formation of modern sides (including in this term Science, Army, and Commercial sides). The proposals of the Syndicate merely take into account the present state of things, and are intended to provide for the legitimate demands of University candidates coming from the modern sides of first-grade schools or from second-grade grammar schools. See Rep. pp. 370-71 (Dr. Barber).

368b bottom. *To bring them at once to the literature.*

There is no doubt a great deal of truth in the request here made, but I think the matter is not quite so simple as it is here made out to be. A *media via* will in most cases, and above all with boys at school, be necessary. Really good literature cannot and ought not to be made the *corpus vile* of the first stage of instruction in any language. Some interesting book written *ad hoc* will have to be used for the elementary stage. The manner in which a highly gifted and linguistic member of the Senate should tackle a new language is a very different question.

369a middle. *What is the good of men doing anything they will never use again?*

Viz., if you can easily give them something equally good as a literary training at school, which will at the same time be congenial to them and spur them on to make real intellectual efforts, and which, in addition to its uncontested educational value, will also be helpful and much used in later life. Surely life is too short and much too valuable to withhold from certain boys the possibility of studying another good educational subject if the one that is the cherished intellectual food of some is absolutely distasteful and devoid of nourishment to them. In that case I consider the granting of a judiciously chosen option to be nothing but sound educational policy.

369a middle. *If they let a boy take to his particular bent they overdid it in that particular direction.*

I cannot agree. Most great men have in their early life followed their particular bent—why should not small boys at school be given a liberal education of a somewhat varied character and in general accordance with their bent and individual talent?

369a middle. *A very good thing . . . to be made to do something that they did not like to do at some time in their lives.*

Quite true, provided on the one hand that the period of time spent over the distasteful subject be not too long, and on the other that the unpleasant effort be felt by the pupil to be reasonable and unavoidable in itself, and that there be no other more congenial object of study in existence which might have been pursued to a much better purpose.

369a bottom. *All literary study must go.*

Is this assertion not extremely hard on a great number of friends of literature in the ranks of the scientists who are in favour of the report? Nothing can be gained by statements of this sort. He who is in favour of elasticity and the proposed options should not *ipso facto* be looked upon as an enemy of classics or literature.

369b top. *But there was that "soft option."*

This is, no doubt, rather a weak point in the Report which can, however, perfectly well be amended. It does not touch the main question as to the educational value of a well taught modern language, in which a sufficiently high standard of attainment is required as an alternative for one of the classical languages.

369b top. *What they were fighting was . . . the cause of literary education as a whole.*

See above, and compare the answer in the Rep. 384, "What the Syndicate tried to do was to secure that in that section of the Previous Examination there should be some *adequate evidence of linguistic training*" (Dr. Forsyth). The term is surely meant to denote adequate training in a language *and its literature*.

369^b middle. *Commercial scientists . . . was the brain going to lead or the tail.*

The term "commercial" has been used disparagingly by more than one speaker (see also Rep. 398a), and the "commercial mind" in education has been much complained of. It seems to me that if a purely commercial spirit had enthralled our Syndics they would most probably have recommended Spanish (and book-keeping) instead of French or German to be a possible alternative for one of the dead languages. But they have not done so. German, I believe, was chosen mainly on account of its grand literature, but to some extent probably also on account of its paramount importance as a language of science, into the ready understanding of which every serious student of any subject ought now-a-days to be initiated at school.

369^b bottom. *It was by being able to give people who came to Cambridge something of a higher quality than they could get elsewhere that they were going to survive.*

I do not quite see what the "something of a higher quality" is to stand for. I should prefer to say: by providing the best and most scientific teaching in all subjects, by giving freedom and the most liberal encouragement to all branches of higher study, by keeping abreast with the latest strides made by the different sciences in England and abroad, and by turning out thoroughly well trained and highly efficient workers in all fields of literature and science and in all walks of practical life. If the denomination of "a Cambridge man" is universally taken to mean, whatever the subject, a man trained by the most competent teachers according to the best methods and filled with a genuine enthusiasm for his work—then we shall have attained a *cachet*, a quality that will be respected and welcomed everywhere.

370^a top. *To make Cambridge simply into a glorified technical college.*

But who of us dreams of doing that, even if it were possible? And should not the "highest form of literary culture" also include the languages of Goethe and Molière, Dante and Cervantes, and other great writers of European and other

nations who all hold their place of honour in what Goethe in his old age called "world-literature" ?

370a bottom. *Scholarships for boys who knew no Greek, but only Latin and French or German.*

Why not ? If the performances of the boys in Latin and modern languages (including an oral test) are really good, and give fair promise of future scholarly work ?

370b middle. *Let them fight for the battle of free literature.*

The proposals of the Syndicate do not seem to be conceived in any spirit antagonistic to that principle.

370b middle. *Let them supplement them (i.e. classics) by French and German in the schools.*

I should not wish for anything better, and I know from experience that it is possible for certain boys with a decided bent for literature to do four, even five, foreign languages at school. But surely this is far too much for most boys, and consequently certain options are required for the large class of boys who come up for degrees other than classical or theological. See also the pertinent remarks of Fr. Paulsen on what he calls "Utraquismus," in his *Geschichte des gelehrten Unterrichts*, Vol. II. (Second Edition, Leipzig, 1897), pp. 636, sqq.

371a bottom. *The question of the Pass man.*

This question is really still *sub iudice* (see Rep. 390a), but I personally hope and trust that the Syndics will in time propose to allow him the same amount of freedom of choice as they are ready to grant the Honours man. For many Pass men the study of German will have at least the same ideal and educational value as that of Greek, while for their future career it will be infinitely more profitable.

371b middle. *The same pupils . . . were unable to put together ten words of English.*

If this is no mere exaggeration, it is indeed very sad, but can only be remedied by an improvement in the school teaching of the mother tongue, and a higher standard of English in the Little-Go test, such as is contemplated in the examination regulations proposed by the Syndicate. But it is quite futile to expect that an improvement in the power of writing English

can be secured by means of much translation from Latin or Greek into the mother tongue. Just the opposite effect is usually noticeable in the ordinary translation exercises. A classical philologist does not *ipso facto* become a good English stylist. E. Lavisse declared in 1899, before the French Commission on Education, "Quantité de personnes ont étudié le Latin qui écrivent mal le français."

372a middle. *The parents and this country did not care two-pence about any subject unless it paid for their sons future money earning career.*

This may be but too true in many cases, but from my conversations with many of them I cannot help thinking that the picture here drawn of the English parents is too gloomy. I am relieved to find (Rep. 380a) that another head master (Mr. Sanderson) can give a much more favourable account of the attitude of the parents. I think many of us parents do look upon such matters exactly in the light in which the Head Master of Oundle has represented them; it would indeed be foolish if well-educated parents refused to recognise any elements of education but those that are immediately paying. It is sometimes urged that anyone who does not place the compulsory study of both the ancient languages above anything else takes a lower view of education, a view which is merely a "commercial" and merely "utilitarian" view, or is afraid of "the clamour of the Philistines." I should like to refer those who accuse the supporters of the proposals of "opportunism," "retrogression," and "obseurantism," to the recent utterances of so experienced and high-minded a pedagogue as Professor W. Münch, of Berlin University, who, while fully appreciating the great value of Greek, yet rightly observes: "Noch immer waltet, namentlich bei älteren Pädagogen und pädagogisch interessierten Idealisten, der Unmut gegen das sogenannte Utilitarische im Gegensatz zu dem an sich Wertvollen, weil ideal Bildenden, die Unterscheidung zwischen dem, was Vorteil einträgt und dem, was Wert verleiht, was im Leben nützt und was über das Leben erhebt. Begrifflich ist diese Scheidung ja so klar und rein wie möglich."

Aber schiebt sich nicht zwischen die Rücksicht auf den Nutzen, den der Einzelne für sich hat, und diejenige auf den Wert, den er in sich hat, die Frage ein nach dem, was er für andre bedeuten wird, die Frage nach dem Gewinn, den er der Gesamtheit bringt, nach dem Werte, den er für die Gemeinschaft und deren wirkliches Leben hat. . . . An jedem Unterrichtsgegenstande soll—so muss die Auffassung und so muss vor allem die Behandlung sein—zugleich das stofflich Utilitarische, das formal Schulende und das ideal Bildende zur Geltung kommen. Und das ist nicht etwa unmöglich. Selbst die höchsten Unterrichtsgebiete haben—wir dürfen nur den Ausdruck nicht zu eng und nicht zu ärmlich nehmen—doch auch ihre utilitarische Bestimmung, und auch die unscheinbarsten ermöglichen eine ideal-bildende Behandlung. . . . Es handelt sich nicht um gemeinen Utilitarismus, nicht um kursfähige Münze für die Tasche des Einzelnen, um Ausstattung der Gewinnsüchtigen für Handel und Wandel und zum Zweck persönlichen Reussierens, sondern um *nationalen* Utilitarismus, wenn es doch durchaus Utilitarismus sein soll, d.h. um Stärkung der Kräfte der Nation für den immer andauernden, immer ernstlicheren, wenn auch friedlich ausschauenden Wettkampf der Nationen, um einen dauernden Platz nicht bloss im Geistesreich, sondern auch auf dem nicht mehr allzu geräumigen, dem gewissermassen sichtlich zusammenschrumpfenden Erdball. Übrigens möchte ich ein Höheres doch sogleich wieder mit erwähnen: die Befähigung zum Verkehr mit fremdnationalen Menschen hat nicht bloss den Wert praktischen Vorteils, sondern auch den einer Erweiterung und Klärung des rein menschlichen Gesichtskreises und damit einer ethischen Förderung. (*Über Menschenart und Jugendbildung*. Berlin, 1900, pp. 238-39 and 248). See also the brilliant chapter on *Die Zukunft des gelehrten Unterrichts* in Professor Fr. Paulsen's, *Geschichte des gelehrten Unterrichts*, ²II. (1897), 631 sqq.

372a bottom. *In a very large number of small schools Greek was now like a lamp kindled in the darkness, and almost the only centre round which literary culture could gather.*

Is this not a little unfair to English and the modern humanities, at least considered in the light of what it is hoped they will be before long even in small schools?

372b top. *The University had no right to make the change. . . .*

The decision of this question must be left with the members of the Senate.

374b middle. *Merely commercial spirit . . . supply and demand.*

These and similar criticisms immediately following have been discussed before. See also Rep. 383-4.

375a top. *The Head Masters of Eton and Rugby, Westminster and Charterhouse.*

No doubt these are men of very wide experience, and on many questions their opinion would carry the greatest weight with me. But in this case, apart from the fact that other head masters of similar authority and experience hold very different views, there is a strong reason which makes me attach less importance to their verdict. The great majority of our present heads of large public schools are brilliant classics who have a very natural disposition to look askance at the modern languages, and a perfectly comprehensible wish to keep for classics, especially for Greek, that place of pre-eminence in their schools which, until recently, it has held undisputed for several generations. The very considerable progress that has been made abroad during the last fifteen years, and the very fair beginnings of modern language study and teaching in this country are patent to anyone who will devote a week or two to the careful examination of the present English and foreign modern language periodicals and magazines, and the more important English and foreign (including American) books on methods of teaching this subject in schools, and also to the looking through a selection of the more recent modern language books intended for use in school. The general attitude of the majority of the head masters towards the claims of the modern languages in our century was clearly brought out in December, 1901, at their conference held at Cambridge, when Canon Bell read his paper "on the relative advantages of the different systems of modern language teaching." From

that day I for one gave up all hopes that the head masters as a body will for some time to come do anything by their own initiative to satisfy the pressing needs of a large number of boys at their schools for a more thorough and efficient teaching of the new humanities, or will in any way support the just demands of such boys for obtaining greater facilities in going up to one of the ancient universities. The resolution against the Cambridge proposals passed by them on December 23, at their last annual conference, could not for this reason surprise anyone. It is worth noticing that, on the other hand, the "Assistant Masters' Association," at their annual gathering held in London on Jan. 4, 1905, have passed a resolution in support of the Syndicate's proposals by a large majority (49 votes to 13).

375a middle. *Proposals tending to undermine the study of Greek without a more serious attempt to put something really educative and not merely immediately useful in its place.*

It is really painful to argue this point again with a highly esteemed colleague, whose brilliant classical work has apparently left him little time to acquaint himself fully with the extremely valuable educational results that have of late been obtained abroad, and to a smaller extent even in England, by the best methods of modern language teaching, wherever a fair chance was given to the subject, and where boys with equal mental calibre with the better classical boys were allowed to take up modern languages. I very much regret that he again brings forward the old unfounded accusations of classical men against the study of modern languages—accusations based on educational theories which in many other parts of England, in America, and also in Germany, France, Scandinavia, and other countries are exploded, and are even no longer held by many leading classical scholars in those countries. And if, unfortunately, in many English schools the teaching of German and French has not yet been brought up to the desired and obtainable standard, it will certainly be brought up to it before long, and valuable educational results will be obtained if the necessary time and encouragement are at last given to the subject. This is

what happened abroad, and nothing is so likely to achieve this as the acceptance of the proposals of the Syndicate. I absolutely deny the truth of the often repeated superficial theory that modern languages are "educationally inferior" (Rep., 376*b*), to the classical languages. As I have explained before, the training given by modern spoken languages of a high literary character is different from that given by the classical tongues, but not for this reason of lower value. I have had the experience of each kind of training myself, and I have for many years carefully observed the results obtained in the case of others. I have read a good deal on the subject, and have tried to profit by the experience of English and foreign educationalists. I unreservedly believe that in our twentieth century, which has its own educational and national problems to solve, a boy ought to be allowed a chance of obtaining a good classical or a good modern education in the first-grade schools of this country, and in either case a linguistic and literary training more enjoyable, stimulating, and generally efficient than that which has been usually given up to now. Apart from many eminent Englishmen whose views cannot be simply passed over with such terms as "opportunism," or "educational futility," I need only point out that an overwhelming majority of the best foreign scholars of many countries (see pp. 23-24) have come to the conclusion that the monopoly so far enjoyed by classical studies is at the present time unfair and injurious, and must therefore cease to exist. The loftiest heights of Greek literature—as indeed of any grand literature—are quite inaccessible to boys at school and even to the large majority of our students. If we speak of the training of *boys* we can only speak of the mental fare that can be placed before them *at school*. I will therefore not attempt in this place to discuss the old question of the absolute value of Greek literature as compared with that of English, German, or French. I will only speak of the higher secondary schools, and limit myself to the enumeration of some well-known German and French school classics. Will anyone who knows either German or French literature deny that for boys (the most picked brains included) the following classics provide as good and noble

literary training as the ordinary Greek school classics? Goethe is certainly more universal in spirit, more many-sided, and no less beautiful in form than any of the Greek classics. His *Faust* is too difficult for schools, but surely his *Iphigenie*, *Egmont*, and *Goetz von Berlichingen* are not. Among other splendid German dramas, to be wholly or partly read in school, I will here only mention Grillparzer's *Sappho*, Schiller's *Wallenstein*, and *Tell*, Hebbel's *Nibelunge*, Lessing's *Minna von Barnhelm*, and Freytag's *Journalisten*. Among lyrics, selected poems of Goethe, Eichendorff, Uhland, Mörike, Heine, Storm, Fontane, and others, ought to be read, and can well be read, by any boy doing German at school. There is historical prose, narrative prose, romance, and fiction of the highest literary quality for all stages of the teaching. The case for French is not very different. The teacher has a rich selection from the works of Molière, Racine, and some excellent modern dramatists, from the fables of Lafontaine, he has an ample choice of French lyrics (popular and otherwise), and can draw freely from the inexhaustible stores of first-rate French prose of every description—letters, speeches, historical and critical essays, and fiction. In every *genre* the lucidity and elegance of the great French masters of style are incomparable instruments of literary training for any boy. A “canon,” *i.e.* lists of suitable German and French texts for reading in school and out of school, graduated in difficulty, ought before long to be compiled in this country, as it is now being compiled in Germany. The leading modern language teachers in schools should co-operate in producing such a “canon,” and a large part of our modern language teaching in schools should be devoted to authors included in this list. The valuable literary training which is obtainable only from a careful and spirited study of first-rate classical writings (including some of the very latest) should on no account be sacrificed to the more practical studies which have also to be pursued during the whole course of training. What we now aim at in modern language teaching in schools and universities is literary culture coupled with practical efficiency. By the side of the high aim of developing

in the boys the elements of literary taste and judgment, we wish to give them, as far as is possible with boys of ordinary ability and not extraordinary industry, a real grasp of the written and spoken language, and also to initiate them into a sympathetic understanding of foreign modes of thinking, and a just appreciation of the spirit and the work of those great nations with which we have to live in the world in contact that tends to become closer with every decade. Who will deny that this is a high and noble aim, and one not altogether easy to attain with boys? It is humanistic in the best sense of the word, and if it is also practical—well, all the better! Such teaching will widen the minds and broaden the sympathies, and surely the efficiency of our rising generations will be greatly increased if they have been taught to understand the ways of other nations. Moreover, the teacher of modern languages has no less splendid opportunities than his classical colleague of training in his classes keen observers, accurate investigators, and independent thinkers. He justly claims to take his full share in the training of the future leaders of English life and thought. The aims of the better modern language teachers of the present day should, therefore, no longer be underrated and misrepresented as has lately been done by so many speakers. They do *not* see the object of their lives in a mechanical grinding away at grammatical rules, followed by dull examples that are invented *ad hoc* and illustrated by silly moralising stories, but their noble aim is to be, no less than their classical colleagues, teachers of *humanities* who are anxious to kindle life, to arouse intelligent and active interest, to fire the enthusiasm, warm the heart, awake the imagination, sharpen the ear, open the lips, unbind the tongue, promote readiness and elegance of speech, and to teach not only what is beautiful but also what is true, and what is occupying the minds of the greatest writers of our own times. The modern language teachers are far from wishing to lower the humanitarian ideal! In confirmation of this I will only refer to the impressive article by E. L. Milner-Barry (*The School World*, March, 1901), to my own book (containing many other references) on the *Teaching of Modern Foreign Languages*

in our *Secondary Schools* (Cambridge, 1899), to my contribution on the same subject to H. Spenser Wilkinson's *The Nation's Need* (London, 1903), to Fr. Storr's paper on "The Teaching of Modern Languages" (French and German) in P. A. Barnett's *Teaching and Organisation* (London, 1897), and to H. W. Eve's chapter on the "Teaching of Modern Languages" in L. Magnus's *National Education* (London, 1901). Eminent classical philologists have borne witness to the high spirit in which modern language teachers in increasing numbers now set about their work, among them Sir Richard Jebb himself, Dr. Postgate, and others. They are large-minded enough to look upon serious modern language teachers and students not as rivals but to welcome them as fellow-workers in the great field of literary and humanistic culture.

375b middle. *No provision for a grammar paper in French or German.*

See p. 10. Ought we to learn the language from the grammar, or the grammar from and for the sake of the language?

375b middle. *Easy unprepared passages in French or German.*

It would be unreasonable in an *entrance* examination for boys coming straight from school to require *hard* unprepared passages without allowing the use of a dictionary. But the fact that the passages should not be unreasonably difficult should, of course, *not* prevent the examiners from insisting (*no* less than in the Oxford proposal) on a "high standard of accuracy." Oxford did *not* insist, and was right in not insisting, on passages of great "difficulty." The ready translation of difficult passages can only be work for obtaining a degree, but not for entering the university.

375b middle. *The head masters asked that both French and German should be required as a substitute for Greek.*

This shows beyond doubt the old traditional contempt of many classical men for modern languages. As if German or French alone was only half as good or important as Greek! Our Syndics have shown a truer insight into the educational value of the modern tongues by putting all foreign languages

for the purposes of the examination absolutely on a par. They have attempted to meet the head masters' wish in the only possible way, by requiring German *plus* French as a substitute for Greek, but in this case only demanding ready translation without insisting on composition. But as neither classical nor modern language men are much in favour of this "option" (though it is really less "soft" than is usually suggested) I hope it will be withdrawn.

375b bottom. *The abolition of the set book in Greek would make the Greek paper infinitely harder to the average non-classical man and divert him at once to the French alternative.*

Why not, if he is a non-classical man? Is the one set book in Greek, so often learned by rote from a crib, really a palladium of culture? Still, I should myself be strongly in favour of requiring in *every* language offered at the Little-Go at least one prescribed classical (ancient or modern) author, *by the side of several unprepared* passages. Both tests have a value of their own and supplement each other. There is plenty of room for both in a three hours' paper, if the questions on isolated forms of accidence are given up, as I hope they will be in all papers. Composition, which shows the application of the general rules, ought to take their place, including free composition, at least in the case of modern languages.

375b bottom. *Greek has been heavily handicapped by the Syndicate.*

From what I have said so far it appears that this is really not the case.

375b bottom. *It will in the future be taken practically by none except candidates for classical honours, etc.*

This fear will probably not be realised. See p. 4, and p. 18.

376a top. *The Syndicate had made Latin infinitely more difficult.*

The standard of efficiency is to be raised for *every* linguistic and literary subject. That seems to me to be a great advantage of their scheme. What the Syndics propose is to make the required knowledge of Latin (or Greek) educationally

valuable and worth having. They attain this object by raising the standard in both languages, but not beyond what a boy on the classical side ought reasonably to have learned at school. The standard required for modern languages is also proposed to be higher than that required in our present "additional." We cannot be expected to consider the wishes of the absolutely idle boys. I quite agree with Professor Liveing (Rep. 386).

376a bottom. *There would no longer be any inducement to teachers or boys to familiarise themselves with the great masterpieces of literature, whether ancient or modern.*

Even if the Report of the Syndicate remained in this respect unaltered, and passed the Senate, yet I do not believe that this would be the case. Most teachers would not be willing to go so far in sacrificing education to examination. I firmly believe that in all good schools, whatever the Cambridge requirements in the Little-Go will be, the great classics of literature will continue to be principally studied—although, perhaps, not exclusively, at least not in the case of modern languages.

376b middle. *The mental training which is afforded by the ancient classical languages can be attained by the study of either Latin or Greek.*

It should not be forgotten that the Syndics refer to the training of *boys*, and *not* to that of classical students and mature men. The slightly greater possible advantage accruing to most ordinary boys from the study of *both* the dead languages is more than counterbalanced by the mental gain to them resulting from the study of one modern living tongue. See also Rep. 387b (the Master of Christ's).

376b bottom. *Oxford and Cambridge might well be content to stand apart.*

In the highest interests of education and of the just claims of the nation on its ancient universities, I submit that this is *not* the spirit in which we ought to discuss a question of university reform, for which there is inside and outside of our university a widespread demand coming from highly educated and influential men, whose action is certainly not prompted by any but the highest educational and national motives.

377a bottom. *Yet no one proposed to make that subject (viz., mathematics) optional.*

That is because it is thought that some linguistic (and literary) and some mathematical training should be given to each boy. The literary training might in the future be given partly by means of a modern language.

377a bottom. *Antipathy to Greek.*

Most, if not all, supporters of the Syndicate are not influenced by any antipathy to Greek—but by antipathy to compulsory Greek for every boy, whether he is likely to profit by this instruction or not.

377b top. *Oxford the school of the humanities, and Cambridge the home of natural science.*

This statement has been refuted in the debate. I add that Cambridge has been for over twenty years the school of *modern* humanities (medieval and modern languages), while at Oxford these studies are still in their infancy. This does not prevent me from wishing them every success. Our studies can only gain by a healthy spiritual emulation.

378a top. *A confession that the teaching of the dead languages had been pursued on wrong methods for many years past.*

It seems to me too that a thorough reform of the classical teaching (often promised, and now again by several speakers, and most emphatically by Dr. Postgate, who is a classical scholar of wide outlook) will very likely prove to be a most valuable result of the present searching of hearts. More literary and historical teaching, less philological instruction on grammatical niceties, will be given to the fortunate boys of our twentieth century—a general improvement in teaching methods will take place. In the reform of the teaching methods and ideals not only will grammars and text-books be revised and reformed, not only will more attention be paid to classical literature (as opposed to the mere drill in the forms of the language) but also I hope more attention will be given to the historical side of the classical studies, to Greek and Roman life and national ideals, some notion of the main achievement of Greek art, and possibly for the better boys some outline of Greek philosophic thought.

378b middle. *Subjects which were merely useful, such as the French language.*

This argument does not gain by repetition. See pp. 47, 50 *sqq.* It is a matter of common knowledge that in earlier centuries the ancient classical tongues, above all Latin, were studied just as much for utilitarian as for ideal reasons. They were considered to be eminently useful. It was only when their immediate practical usefulness was lost, or nearly lost, that their elevating, ideal, and supremely formative character was put into the foreground and praised as *the* characteristic of the influence that would be produced by classical studies. The appreciation of the ancient classical writers has, in the course of the last four centuries, sprung from very different sources, which have been well set forth by Professor Justi in his *Winckelmann* (I, 167). He says "Man hat in den neueren Jahrhunderten die Antike stets auf der Folie moderner Fehler gesehen, und antik genannt, was unsere Mängel ergänzen sollte. Die Humanisten, welche von der mittelalterlichen Barbarei der Form herkamen, sahen in den Alten vorzüglich die vollendete Eleganz des Ausdrucks, die sie dann in der Sprache der Alten imitierten; die Franzosen des 17. Jahrhunderts suchten in der poetischen Technik und der Idealität antiker Stoffe Hilfe gegen ihre wilde Romantik; die Bekämpfer der konventionellen Unnatur, wie Diderot und Lessing, zeigten ebenda die Sprache der unverfälschten Natur und der echten Leidenschaft; Hamann und Goethe fanden hier 'die ungeteilte Wirkung der Natur als eines Ganzen, im Gegensatz zu der kaum heilbaren Trennung der gesunden Menschen-natur bei den Neueren.' Aus demselben Grunde sah man in den Alten nichts als Humanität und Gesundheit, nichts von nationaler Borniertheit und Barbarei, nichts von Bigotterie und Aberglauben, nichts von Humor und Phantastik; man sah sie frei von alledem, was man, durch das Medium der nächsten Vergangenheit, in das moderne Wesen überhaupt hineingeneralisierte; man tauchte in ihre Dichtung und Kunst ein, wie in ein Verjüngungsbad." Although the ancient classical tongues are no longer immediately useful, the foregoing consideration has, I hope, shown that usefulness in itself does not constitute a

disqualification for serious study, and that a subject cannot be despised if, in addition to undoubted practical usefulness, it also possesses qualities that form the character, refine the taste, and elevate the mind. Such reforms will heartily be welcomed by all of us who are interested in the future of classical education. And, if they will allow me to do so, I should like to suggest to my classical colleagues who may be open to conviction that in reconsidering their schemes of teaching they might do worse than look at some of the best books on modern language teaching, including the books and pamphlets of Münch, Waetzoldt, Walter, Bréal, and others. I sincerely hope that before long in our schools Greek teaching, although probably diminishing in quantity, will gain considerably in quality, intensity, and interest. The grammar will be learned from the language and not the language from the grammar. The mere philological instruction in grammatical facts will become subordinated to a resolute effort at stimulating the boys' critical and aesthetical enjoyment of Greek literature, and thus to teach Greek in our schools as a living force in ancient and modern civilisation. Something of this spirit can and should be introduced into the teaching of English literature also, into the discussion at school of the main characteristics of the French classical drama, or of Goethe's *Iphigenie* or Schiller's *Spaziergang*. No good modern language teacher should miss an opportunity of pointing out the large influence of Greek classical models on the great modern masterpieces; he will thus demonstrate the continuation and transformation of the Hellenic spirit in the modern world. Is this not a high educational task? Not a few modern language teachers endeavour to fulfil it in this country and abroad. In these theoretical discussions on the educational value of certain subjects it should, of course, never be forgotten that neither the subject nor the method is of such paramount importance as the personality of the teacher; his skill and enthusiasm are the indispensable conditions of success.

378a bottom. *The majority of schoolmasters.*

See pp. 49-50, and the recent resolution of the Assistant Masters' Association.

383b middle. *Trained up to read two modern languages fluently at school.*

This, I hold, ought to be attempted for *all* those boys at school who aspire to rise to responsible positions in the world whether they will require both languages in the Little-Go or not. The severest and highest examination which everyone will have to undergo, after his university examinations are all past, the test in which it is most important not to fail and in which in our century a knowledge of at least two great modern foreign languages and of those who speak them will be for many of supreme importance—is the test of *life*.

383b middle. *The German Realgymnasien which taught Latin and one other language.*

This is not quite correct. There are three kinds of Prussian highest grade secondary schools with a full nine years' course, the leaving certificates of which all admit directly to all Prussian universities, viz. the *Gymnasien* (with three *compulsory* foreign languages, viz. Greek, Latin, French—English, being optional at most of them); the *Realgymnasien* (with three *compulsory* foreign languages, viz. Latin, French, English, in which a high standard is required); and the *Oberrealschulen* (with only two *compulsory* foreign languages, French and English, with a very high standard of efficiency, and a great deal of mathematics and science). See p. 28.

383b middle. *For the last five years.*

Only four, as the Imperial decree of Nov. 26, 1900, is referred to. But the point is, of course, quite unimportant.

386a top. *They had nothing definite in their minds to express.*

The experience of Professor Allbutt and many others points to the same conclusion. The boys have little to say, they have few intellectual interests, they are not really keen, they do not like to go to the root of things or to think out a question in all its bearings. I cannot help ascribing this frame of mind of very many students to the excessive and all-absorbing interest in athletics that is being fostered at most of the great public schools, and to the absolute contempt of most boys, unresisted by the small minority, for neat and careful work, well thought

out and well written, or the manifestation of any kind of intellectual interests. They hate taking trouble, they will not exert themselves on any intellectual playground, and are far too easily pleased with themselves if their task is "more or less" done. The unavoidable result is inefficiency arising from a complete want of mental concentration and intelligent interest in the case of many boys who now come for higher training to the University. Many of them may remedy these defects after a few terms, but some never acquire better mental habits. Apart from the not very satisfactory teaching given at present in certain subjects at most of the great schools, I think it is above all the *spirit* prevailing at them that needs a thorough reform; before this is done better results cannot be hoped for in the case of many of our students at the university. See also the valuable article by Sir Oliver Lodge in *The Nineteenth Century*, 1902 (December), 941-50, and his stirring Presidential Address to the Teachers' Guild of Great Britain and Ireland of Jan. 12, 1904, in the *Contemporary Review* of February 1904.

388b bottom. *Did they suppose that the new regulations with composition and the rest would be less difficult than the old?*

Certainly not, but they are intended to be much more valuable from the point of view of sound education. This object the Syndics have had in view throughout their labours.

389a middle. *Some boys favoured science, some had a taste for mathematics, some loved the old-fashioned learning, and why should these last be deprived of their opportunity?*

Nobody wants to deprive them of it if they really care for it. But ought not a word to have been said for those boys whose predilections are the *modern* languages and literatures?

389a bottom. *To prevent the poorer boys having any opportunity of a liberal education.*

Is there no liberal education imaginable without Little-Go Greek? And is the system proposed by the Syndicate not clearly "more thorough and wider"?

390a top. *Not merely opportunist, but something worthy of them and of the great University. . . .*

I am sincerely grieved that a member of the Special Board for Medieval and Modern Languages should have uttered these

words, even when he was carried away by the excitement of the debate.

392a top. *It was admitted that an ancient language was superior to any modern language (viz. in teaching boys to think accurately).*

This is not now generally admitted. The excellent Danish scholar and educationalist, Professor Otto Jespersen, of Copenhagen, says, for instance, "Neither were Latin and Greek introduced into our schools for the sake of training the pupils in logic, no matter how much it may occasionally be insisted upon that exactly this is their real value. But it is not necessary to waste many words on this matter, especially since all competent classical scholars—even those who insist upon a privileged position for the classical languages in our schools—have long ago given up as unscholarly the idea that the Latin (or Greek) language must be more logical in construction than, for instance, French or English." "And there is no doubt much truth in what Robert Browning says in the preface to his translation of the *Agamemnon* of *Æschylus*: "Learning Greek teaches Greek, and nothing else; certainly not common sense, if that have failed to precede the teaching." *How to teach a Foreign Language* (London, 1904, pp. 6-7).

393a middle. *They were asked to admit a class of men to whom the chosen word, the speech of the cultivated man, were in themselves an offence.*

Is this statement, and many others in the same speech, not very much exaggerated? The obvious remedy, proposed by the Report, is the attainment of a higher standard of skill and taste in the use of the mother tongue. This will be reached by a wider acquaintance with the great masters of English prose on the part of the boys at school.

393b bottom. *He thought they had come to a time when they must have a new side of education. He granted that with the greatest possible regret.*

Why? Is it not natural, and on the whole not to be deplored, that times change and educational needs and standards with them? Is Chinese stability to be our educational ideal?

Πάντα ῥεῖ—does this not hold good for schemes and ideals of education? Culture, refinement, large-mindedness, are indeed treasures that should never be sacrificed—but may not the channels leading towards them be, if possible, widened with new opportunities offering in the course of time?

393b bottom. *They must find a substitute for Greek, and he believed also for Latin.*

Why for the latter? Nobody has yet seriously suggested it, nobody wishes for it. There are very good reasons for insisting on the study of Latin in *this* country, even though on the Continent Latin is now no longer insisted on. The main, but not the only, reason for the desirability of teaching English boys Latin springs from the nature of the English language.

394a middle. *In Greek they met with lofty thoughts, they met the heroes.*

True—but not anywhere else?

394a middle. *French and German were, he thought, on too low a plane to reach the level that they required.*

No attempt at proving such a statement has been made by the speaker, for the excellent reason that it cannot be proved. See pp. 51 sqq.

394a middle. *The boys would read the sort of French which corresponded with a diluted Dickens.*

Again I ask: where is the proof? It is not likely that the better modern language teachers will condescend to bring up their boys merely on diluted food of this undesirable kind. They will certainly initiate them to more nutritious food, viz. to an appreciative study of the great French classical writers themselves. But they will also initiate the boys by means of their reading into a first grasp of the facts of foreign life, and into a somewhat truer appreciation of foreign peculiarities than most boys brought up under the ancient *régime* have so far been able to obtain. The removal of national prejudice and the spreading of truer notions concerning the character, aims, and tasks of our neighbours is not the first aim, but certainly one of the very desirable consequences of a proper modern language study. See the extract from P. G. Hamerton on pp. 70-71.

394^a bottom. *Modern languages taught by Englishmen—
“Bullish” French.*

If the modern languages are really “too much like English,” as the Head Master of Rugby observed, how is it that modern language teachers should, in the opinion of the speaker, be exposed to the great danger of being “bullish”? It would take me too long to argue the question here at length. But the statements made by the speaker are obviously due to his misconception of the present state of things. I am naturally very familiar with it, and I can only repeat that the previous education of English modern language teachers is no longer now what it used to be. In former times, when the higher study of modern languages had not yet found a home at Cambridge and elsewhere in England, when future teachers were not yet specially trained in modern languages and for modern languages by means of a three or four years’ course at an English university, with linguistic and literary lectures provided for them, the study of elementary phonetics and familiarity with the spoken language insisted on, and with holiday courses and other facilities for study abroad organised for them—in these olden days modern languages were either taught by foreigners or by Englishmen whose original subjects had been classics or mathematics, and who, for some reason or other, had taken up modern languages in later life. Some of these men were unusually capable and did, and are partly still doing, excellent work. But the majority of them were a failure. The English-born teachers often spoke the worst possible “Bullish” French, and were usually altogether ignorant of the scientific side of their subject—the foreigners were usually not better in their scientific equipment, they spoke bad English and did not keep discipline. Thus it happened that, with not many exceptions, until pretty recently modern language masters enjoyed but little consideration at most schools. When, however, by the establishment at Cambridge (in 1884) of the “Medieval and Modern Languages Tripos,” the first attempt was made by our University to call into existence a thoroughly good English school of modern language students and teachers, and, when

gradually the younger universities began to move in the same direction, the state of things began to improve. There are at the present moment a number of highly trained Englishmen and women in many of our best secondary schools who have gone through a full three or four years' course of modern language study at Cambridge and elsewhere, who speak and write German and French with ease and fluency, and being English are better able than the foreigners to show up in the right light and with authority carrying conviction to English boys and girls the peculiarities and excellences of the language, literature, and life of foreign nations. No doubt, scarcely anyone of them will ever be able to speak French exactly like a Parisian, (saying which is far from suggesting that he will speak "Bullish" French), and in another generation the state of things will still be better. The true Parisian accent is not even heard in the mouth of the Bordelais Frenchman, and the absolutely pure Parisian accent is not the one supreme requirement for the ordinary needs of our schools as long as French is spoken by the teachers with elegance and fluency, and without any marked dialectal peculiarities. It is only natural that the teaching of modern languages should, like that of all other subjects, be mainly entrusted to *English* men and women. At the largest schools it will probably always be found possible to employ one native teacher as a sort of highest court of appeal in cases of difficulty and doubt, also for conversation and advanced and free composition. The interest and freshness with which an English-born teacher will look on modern foreign literature and life will be very valuable for his teaching, but, of course, good scientific and practical training will be for him an indispensable condition for success. Head masters who make new appointments ought to look very closely into the qualifications of the man to whom they entrust this most important subject. A classic or mathematician who has for some time resided in Germany or France is not therefore qualified for the teaching of modern languages. There are not a few possible ways of increasing the efficiency of English-born teachers of modern languages after their

thorough University career has been completed, which I can here only touch upon. Such are, for instance, travelling bursaries for teachers, granted by large well-endowed schools, and also by county councils and educational authorities, occasional (sufficiently long) leave of absence with continuation of or of part of salary during this time, official exchange under certain conditions (between France and England, and Prussia and England) of certain young modern language teachers, occasional recitations at school by good foreign speakers and actors, international correspondence, international exchange of information by special committees, institution of special agencies at Berlin and Paris for advising and helping English teachers and students of German and French during their residence abroad, etc. Some of these valuable helps are at present much more fully developed abroad than in this country, and their existence is so far still ignored by many English educationalists. This will not be the case in another fifteen years. Meanwhile much remains to be done in this country. Many authorities must be informed, convinced, and continually enlightened. I propose to publish before long, with a view to promote this object, a book on the "Aims and Claims of Modern Languages." In Germany, France, and Scandinavia the best and most successful teachers of modern languages are Germans, Frenchmen, and Scandinavians, and nobody in these countries desires that, *generally speaking*, English should be taught there by Englishmen. See also the recent testimony by Winch, in his book *The German Schools*, pp. 198-9, and my discussion of this point in *The Nation's Need*, pp. 219-20. To sum up: my answer to the question so often asked—who is to teach modern languages in our schools, Englishmen or natives of Germany and France?—is simply this: anyone who is duly qualified for the work, but neither an Englishman nor a native without such qualification.

394b bottom. *Humanists and Naturalists.*

Yes; but one may distinguish between the ancient humanists and those who may fairly be called the modern humanists, *i.e.* teachers who claim to be able to impart a no less liberal education

by means of the modern languages and literatures. It is highly desirable that the ancient and modern humanists should free themselves from all narrow-minded animosity and all spirit of rivalry, and should heartily co-operate with one another.

395a top. *In deference to King Demos.*

No; but to King Chronos, or to the changed educational needs caused by the irresistible development of English national life and the general conditions of the world. These are conditions over which we teachers have little control, but which we cannot ignore.

395a middle. *The Berlin University had after ten years' experience of non-Greek students asked the Government to exclude them.*

I much regret that my unavoidable absence from the Senate House prevented me from at once asking the speaker for the date of this petition. I am in close touch with several leading educationalists at Berlin and as a rule not ignorant of what is being done in Germany, but had not heard that any step of that sort had been taken in recent years. I immediately wrote to Berlin to one of the most accurately informed professors at the university, who was sure to know if any such step had recently been taken. I have received his answer, and find, as I expected, that the statement made in the Senate House must have arisen from some misconception of the speaker. My informant writes from Berlin under the date of December 27, 1904, as follows:—

“Das von Mr. Dunn angeführte Votum ist mir nicht bloss nicht bekannt, sondern ich wüsste auch nicht, bei welcher Gelegenheit und mit welcher Autorität es ausgesprochen sein soll. Tatsache ist, dass wir in Preussen Zulassung zu gewissen Universitätsstudien seit etwa 30 Jahren haben; die Universitätslehrer waren damit grossenteils (wohl grösseren Teils) nicht einverstanden, aber sie mussten doch in vielen Fällen die Tüchtigkeit der von den Realgymnasien kommenden Studierenden anerkennen. Als aber im Juni 1900 hier

im Ministerium die entscheidende grosse Konferenz stattfand, die die grundsätzliche Zulassung der Abiturienten von Gymnasien, Realgymnasien und Oberrealschulen zu der Immatrikulation an Universitäten beschloss, waren Mitglieder dieser Kommission ausdrücklich die Führer der *nicht* realistischen Wissenschaften: der grosse Theolog Harnack, der grosse Philolog U. v. Wilamowitz-Möllendorff, der grosse Historiker Mommsen, u. s. w. (Harnack grade trat für jenen Beschluss besonders nachdrucksvoll ein, und Wilamowitz blieb nicht widerstrebend). Gleichwohl giebt es auch jetzt noch zahlreiche Universitätsgelehrte, hier und anderswo im Lande, die nur von der Gymnasialbildung etwas Rechtes wissen wollen, aber sichtlich schmilzt die Zahl der Altgläubigen doch zusammen. Die moderne Strömung ist zu stark. Ein Absterben der griechischen Studien selbst befürchtet man deshalb nicht; im Gegenteil, man wird wahrscheinlich bald an den Gymnasien Einrichtungen treffen, wonach gewisse Schüler sich auf Griechisch mit besonderer Kraft werfen können. Aber der Allgemeinheit wird man es nicht dauernd auferlegen; obligatorisch am Gymnasium soll es bleiben. Aber die Studierenden kommen eben nicht mehr alle von Gymnasien." I suppose Mr. Dunn's statement refers to a memorial, drawn up in the eighties of the last century, that is now quite a thing of the past.

395a bottom. *In saving this Palladium of culture.*

Nobody wishes to take it; on the contrary, it seems to me, as it does to others, by no means improbable that the serious study of Greek for its own sake (the only study worth having!) will have much to gain by the adoption of the Report. I quite agree with Mr. Nixon's remarks (Rep. 400b) on this subject. As a means of education it will gain by the intensity and devotion with which it will henceforth be studied by the few for whom the study will be a labour of love. In the same way the German *Gymnasien* have gained by the exodus of those who are no longer forced to qualify in Greek. No true educationalist can wish for a moment to see either Greek or Latin

ousted from our highest schools. Both subjects have far too important a function to fulfil for a number of the more literary boys. All I maintain is that it should at last be frankly recognised on all hands that not *every* boy receiving a secondary education ought in the future to be compelled to take *two dead* languages against his inclination, and when it seems certain that by taking another subject he would receive an education just as liberal and much more in accordance with his special gifts and needs.

396a top. *A letter written by Mr. Arthur Sidgwick.*

Since these words were spoken the *Miscellaneous Essays* of Henry Sidgwick have been published, among which there is a remarkable one written, and for the first time printed, as early as 1867, which in every way supports the views here quoted. It is worthy of note that in 1867, when Sidgwick's essay on "The Theory of Classical Education" first appeared in Farrar's collection of essays by various authors called *Essays on a Liberal Education*, there were papers on classics, on the teaching of English, on the teaching of science, etc., but *not* yet at that time an essay on the teaching of modern languages. In 1903, in a similar collection of educational essays by Spenser Wilkinson, a place of honour is assigned to this subject.

397a middle. *An utilitarian code.*

I refer to pp. 47 sqq., 50 sqq., 58 sqq.

397b middle. *Were they to suppose that all those four classes rose up at once and unanimously demanded that reform?*

Yes; the demand is indeed very widespread, and comes to us from the most various quarters, not only from the small minority of "commercial parents." See pp. 19, 20, and 29. It would be unwise to underrate the value of public opinion so strongly and definitely expressed.

398a bottom. *If [the optional subject] had been Latin instead of Greek he would have been inclined to vote "Placet."*

Latin will be made as "optional" as Greek if the proposals are carried. It will be for the students to make their

choice. We all have little doubt that Greek, as regards the language itself and the literature written in it, is more beautiful than Latin, most of us love it better, but many of us will feel that for other weighty reasons Latin is the more important language for us to retain. But see also Mr. Eve in *National Education* (London, 1901), p. 231, and Rep. 385*b*. The view of the relatively greater importance of Latin is also pressed by Fr. Paulsen in his *Geschichte des gelehrten Unterrichts*, ²*II.* (1897), p. 635.

399*a* top. *The Classical Association had inscribed upon its banners reform.*

See p. 57. Everyone interested in education will heartily wish Dr. Postgate and his helpers success.

The greatest impediment to free intercourse between nations is neither distance, nor the difference of mental habits, nor the opposition of national interests; it is simply the imperfect manner in which languages are usually acquired, and the lazy contentment of mankind with a low degree of attainment in a foreign tongue when a much higher degree of attainment would be necessary to any efficient interchange of ideas. It seems probable that much of the future happiness of humanity will depend upon a determination to learn foreign languages more thoroughly. International ill-will is the parent of innumerable evils. From the intellectual point of view it is a great evil, because it narrows our range of ideas and deprives us of light from foreign thinkers. From the commercial point of view it is an evil, because it leads a nation to deny itself conveniences in order to avoid the dreaded result of doing good to another country. From the political point of view it is an enormous evil, because it leads nations to make war upon each other, and to inflict and endure all the horrors, the miseries, the impoverishment of war rather than make some

little concession on one side or on both sides that would have been made with little difficulty if the spirit of the two countries had been more friendly. May we not believe that a more general spirit of friendliness would result from more personal intercourse, and that this would be the consequence of more thorough linguistic acquirement?

PHILIP G. HAMERTON.

All political and religious controversy is now conducted in the modern languages. The ancient tongues are only used in comments on the ancient writers. The great productions of Athenian and Roman genius are indeed still what they were. But though their positive value is unchanged, their relative value, when compared with the whole mass of mental wealth possessed by mankind, has been constantly falling. They were the intellectual all of our ancestors. They are but a part of our treasures. We are guilty, we hope, of no irreverence towards these great nations to which the human race owes art, science, taste, civil and intellectual freedom, when we say that the stock bequeathed by them to us has been so carefully improved that the accumulated interest now exceeds the principal. We believe that the books which have been written in the languages of Western Europe, during the last two hundred and fifty years—translations from the ancient languages of course included—are of greater value than all the books which at the beginning of that period were extant in the world.

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